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ABSTRACT

The original plans for the Follow Through (FT) program were to provide a program extending the Head Start community action model to the public schools which would serve all disadvantaged children. Because of the small budget allocation authorized by the Congress, the United States Office of Education reformulated FT as an experimental program of "planned variation" that was to introduce systematically a variety of educational approaches into kindergarten through third grade. The experiment was to determine the relative efficacy of each approach. Presently, FT is in a period of transition as it clarifies its future focus. This study consists of a search for potential new approaches to be implemented within the FT program. This second part of a two-part report presents detailed descriptions of eighteen approaches selected as candidates for sponsorship of FT programs. (Author/MK)

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A Search for Potential New Follow Through Approaches

PART B:

Descriptions of Eighteen Potential Follow Through Approaches

by

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CHAPTER 1

Appalachia Educational Laboratory
Home-Oriented Preschool Education (HOPE-II)

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1.1 OVERVIEW

The Home-Oriented Preschool Education (HOPE-I) approach was created by the Appalachia Educational Laboratory (AEL) in 1968 for preschool children in Appalachia who had no opportunity for formal preschool training. Home-Oriented Primary Education (HOPE-II), initiated by AEL in 1973, adapted and broadened the HOPE-I program to include kindergarten and first grade as well as preshcool children.

As a school-based, home-oriented approach, HOPE-II is based on the belief that a child's learning takes place in three important environments--home, school and community. The HOPE process coordinates and unifies the learning potential of these settings.

From 1968-71 the HOPE-I program (for 3-5 year olds) was field tested in four counties in southern West Virginia with over 600 families. Preschool and kindergarten HOPE-I replications were conducted during 1971-73 in five rural, small town areas in Alabama, East Tennessee, Virginia, Ohio and West Virginia and an additional urban community in West Virginia. The HOPE-I program is still operating in these sites under the auspices of the school superintendent and with technical assistance provided by AEL.

During 1973-74, regional planning continued under the direction of a newly formed Consortium of State Departments of Education in the Appalachian Region. The intent was to make the HOPE process widely available to school systems within the member states--Alabama, Tennessee, Kentucky, Virginia, West Virginia, Pennsylvania, Ohio, North Carolina, South Carolina, and Maryland. The Consortium's conception was that once materials were created, permitting the implementation of HOPE-type programs by local school systems, their respective states would widely adapt a home-oriented approach to early development and education. Federal budgetary constraints by 1974, however, made it impossible for the National Institute of Education (NIE) to follow through on its expressed intention to support the development of all of the materials required. The most costly of these activities, the preparation of a new children's television series to accompany the printed and other media components, had to be abandoned. In 1974, AEL began to develop the "Aids to Early Learning" materials, to facilitate implementation of the HOPE model by individual school systems and others. These materials were developed for use by teachers, home visitors, day care workers, parents and paraprofessionals. AEL also worked out an arrangement to use the Mister Rogers' Neighborhood television series, which is carried by all public (PBS) broadcasters; other broadcast arrangements can be made. Instructional materials were developed to accompany this series for either classroom or home use. See Appendix A for a complete list of the "Aids to Early Learning" materials and brief descriptions of their content and appropriate use.

The HOPE-II approach, supported by the "Aids to Early Learning" materials, has been adopted in approximately 30 school systems in 15 states throughout the country, and particularly in 10 of the 13 Appalachian states mentioned earlier. These programs continue under local supervision with only occasional consulting and technical assistance provided by AEL.

AEL is entering its final phase of a HOPE follow-up study of children from the 1968-71 field test in southern West Virginia. This study attempts to isolate those parts of the program that made it successful and to determine if participation in the program increased parenting skills. The AEL staff will be looking at basic relationships between effective parenting practices and child outcomes; new measurement tools will also result.

At present, AEL staff are also working with an advisory group to evaluate model programs that have a parenting component and those programs preparing to implement such a component. During this task they are developing a network of contacts with experienced programs, establishing collaborative relationships with schools and communities, and expanding contacts beyond the education community, to include, for example, representatives from medicine and community health, child welfare services and day care.

In addition to expanding their curriculum materials for use with second and third grade children, AEL is planning to look at the teacher's role and its impact on successful implementation. They will look at various ways teachers use the "Aids to Early Learning," how they assess and evaluate children's progress within the classroom, and how much they are able to individualize instruction.

1.2 THE PROGRAM

1.2.1 Program Objectives

The primary objectives of HOPE-II are:

- To effect changes within the home learning environment, particularly by fostering "generativity" (Erikson, 1963). According to Erikson, "Generativity...is primarily the concern in establishing and guiding the next generation."
- To foster a collaboration on "generativity" between the teacher and the parent.
- To evaluate the degree of "at-riskness" of families, i.e., how needy families are and to study the impact of the HOPE program within these homes.

Several basic beliefs underlie these objectives and help to translate them into program components.

- Early learning, preschool or primary, is experiential but can and should involve planned strategies.
- It is important to create a partnership between home and school in the preschool years and to continue this partnership throughout the early learning years. This developmental continuity eases a child's transition from preschool to primary school.
- A young child is in the process of developing many competencies. Preschool and primary programs should focus on a broad spectrum of competencies and use these as a starting point to fostering basic skills learning and for continuing social-emotional development.
- Schools can operate home-based programs successfully and can build linkages to other agencies which support family life and child development.

1.2.2 Program Inputs

The Home-Oriented Preschool Education program is composed of five components: classroom, home visits and/or day care, parent discussion groups, and television. A major objective of the overall program reflected in each of these components is the focus on factors, particularly the parent's role, which contribute to the child's learning.

A study, conducted by AEL, identified 59 developmental competencies which the typical child attains in her/his early learning years. This list of skills was compiled and validated using a literature search as well as panels of national and Appalachian child development experts and a panel of Appalachian parents. A group of 14 competency clusters were identified (Gotts, 1978) which form the basis for arranging the 59 individual competencies within the curriculum materials. Following are examples of two competency clusters, the competencies included within each cluster, and an abbreviated version of activities suggested to help a child in the particular developmental area.

Competency Cluster--Perception

Individual Competencies

- Ability to discriminate by sound
- Ability to discriminate by sight
- Ability to discriminate by touch
- Ability to denote spatial relationships
- Ability to perceive from partial information

Sample Activity

- To teach the child to discriminate between sounds: use pairs of items which produce sound in accompaniment with visual cues, e.g., a drum and a bell.

Competency Cluster--Responding to Environment

Individual Competencies

- Ability to pay attention
- Ability to initiate action
- Ability to plan action
- Ability to persist in action
- Ability to attempt or try new things
- Ability to prefer particular activities

Sample Activity

- To build attending behavior: playing "Hot Potato" or any other circle game to establish looking behavior.

Approximately 12 to 16 activities are suggested for each competency, and parents and teachers are encouraged to use available materials to create games for use in particular situations. The suggested activities are essentially the same for home and day care use. School activities build on strengths of the classroom environment.

Currently, most "Aids to Early Learning" materials have been published and are disseminated through the publishers. Human Sciences Press in New York published and distributes the "Home Visitor's Kit." All other materials, including a technical manual, classroom instructional plans, day care and home learning activities plans, parent discussion guides, and Appraisal of Individual Development (AID) Scales are published and distributed by Educational Communications, Inc. of Miami, Florida. This publisher is interested in working with AEL to develop and disseminate the "Aids to Early Learning" and early childhood preventative curricula as a learning package for classroom and home use with preschool through third grade children. AEL supplies the Mister Rogers parents' guide.

The HOPE methods and "Aids to Early Learning" materials are adaptable for use with any currently used classroom curriculum. The Appalachia Educational Laboratory provides teacher and parent with appropriate guides and instructional materials. The competencies measured are foundations to a child's learning of all basic skills--academic, motor, and social. The child's developmental readiness to learn language, reading, math and social skills is emphasized.

Requirements for physical facilities must be considered for each program component.

- Classroom--

  a regular classroom, organized to provide individualized work areas, special interest areas, and small group participation.

- Home--

  not an exclusively dedicated space, but a room generally accessible to both the parent(s) and the child, e.g., the kitchen or living room.

- Day Care--

  same as classroom, a space organized for both individualized and group instruction. Use public school day care programs, if available. If not, utilize existing private programs or develop private day care programs.

- Television--

  preferably used in the home or day care settings; may be used in the classroom if the scheduling can be coordinated with the teacher's planned instruction.

- **Parent Discussion Groups--**

  any neutral ground, comfortable and
  accessible to parents, usually the
  school, possibly a church or community
  center.

Staffing of a HOPE program includes teachers, aides, day care workers, home visitors, and parents. A full-time teacher and preferably one full-time aide are required for each classroom. The primary responsibilities of the teacher are class instruction and supervision of the aide. The aide is a paraprofessional, trained in the HOPE method, and is best utilized as an instructional tutor with individuals or small groups of children. S/he is also available to release the teacher for weekly meetings with the home visitor(s). Parents or others may meet these requirements or may serve as paraprofessional assistants. The minimum requirements for a home visitor are a high school diploma or General Equivalency Diploma (G.E.D.) and training in use of the "Aids to Early Learning." Parents who satisfy these requirements are encouraged to participate and are the primary sources of aides and home visitors. Particular encouragement is given to those parents lacking a high school diploma or G.E.D.; in continuing their education, these parents not only broaden their own opportunities but may also begin to better understand and contribute to their own child(ren)'s educational process.

1.2.3 Program Process

The HOPE approach was designed for and has been primarily used with a rural Appalachian population. A majority of these children are from economically disadvantaged families; the program has been effectively used with all children, preschool through grade one and in urban areas.

Implementation of all five program components, or as many as possible, is strongly recommended. Given a community's needs and resources, the classroom component may be used alone or in combination with day care experiences, home visitation, parent discussion groups and television.

Adequate assessment by the teacher and parent precedes planning for the individual child. It is then necessary to select educational goals and performance statements before selecting classroom learning activities. Specific performance objectives will be prepared for guiding specific children. It is recommended that the teacher use the weekly lesson plan mix provided by the "Aids to Early Learning." These are based on the 14 developmental clusters. The teacher may want to develop her/his lesson plan mix based on these clusters, but using competency mixes different from those indicated in the printed plans. S/he may choose to use broader domains for planning, such as, perceptual/motor, social/emotional, and cognition/language. Another alternative method of planning is based on five widely-used developmental areas--motor, self-help, social, communication, and academic. The Instructional Manual for classroom use describes how each of these latter systems relates to the 59 competencies or individual performance objectives of the HOPE approach.

Information is provided to teachers, parents, day care workers and home visitors regarding the use of HOPE methods with children having special needs. The Classroom Instructional Manual includes descriptions of special needs and suggests teacher-tested appropriate program modifications for children with developmental delays, physical handicaps, visual impairments, hearing impairments and behavior disorders.

The primary and critical element in the success of HOPE programs is establishing and fostering a good relationship between the school and home. Open and continued communication among child, parent and teacher must be maintained; regular home visitations and parent discussion groups facilitate this process.

1.2.4 Sponsor Acceptable Outcome Measures

Concurrently with the development of other curriculum materials, measures were developed for use in assigning to the children appropriate levels of learning experiences and in recording their progress. An extensive search was made for age-differentiating items or instruments, with a preference for locating those for which a child's performance could be determined observationally without requiring formal testing. Items were collected, reviewed by child development experts, and organized in relationship to the competencies and clusters. They are now published and available for use as the Appraisal of Individual Development (AID) Scales (Gotts, 1978). Teachers and parents use the AID Scales to observe and record the development of children in kindergarten through first grade.

The sponsor finds the AID Scales to be an acceptable measure when used alone, particularly with three to seven-year old children. They would need to be developed further for use with second and third graders.

In the meantime, AEL staff recommend the Alpern-Boll Developmental Profile for instructional use, i.e., to train teachers in a developmental learning approach and to aid them in planning developmentally appropriate tasks for students. For evaluation purposes they prefer to use brief, directly administered instruments, e.g., the Slosson Intelligence Test with a sample only. Other non-sponsor produced assessment instruments used in field testing and in the HOPE follow-up study include the Frostig, revised ITPA, PPVT and Tasks of Emotional Development (TED) test.

The most accurate and complete assessment of parenting skills is among the data collected in the HOPE Follow-up Study, which includes direct and indirect interviewing of both parents and children. The direct interview includes questions about a child's academic performance, educational aspirations, interests, relationship with parents, and peer relationships. Questions asked in the direct parent interview parallel those asked of the child, e.g., academic expectancy, what they want for the child, and parent-child relationship. In addition, parents are asked for specific background and demographic information about themselves and questions concerning the home learning environment, and the health of the child and the parents. Using picture stimuli, the indirect interviews elicit responses in the areas of trust, autonomy, initiative and industry. The child is assessed for extent of development of these traits; the parent is assessed on her/his contribution to the child's development in these areas. Data from these measures are being analyzed to reveal program effects on the child's social and educational development, parent effectiveness, and to study the relationship between parent practices and child outcomes.

1.3 PROGRAM IMPLEMENTATION

1.3.1 Implementation Inputs

The HOPE-II program has been fully implemented with children from three years through first grade level. Implementation with second and third grade children is in the research and planning stages. In the summer of 1979 two doctoral candidate interns have been selected and hired to examine currently used K-3 curricula and to determine how these can be used in conjunction with the "Aids to Early Learning." Thus, no new curriculum materials will need to be developed. Research is already available relating the 59 developmental competencies to second grade level skills; the summer interns are developing similar linkages to third grade level basic skills. These data will be available at the end of the summer of 1979.

In terms of physical space, the HOPE Staff has available to it sufficient space within the Appalachia Educational Laboratory, including offices and two conference rooms. The sponsor has several projects in operation for demonstration purposes in kindergarten and first grade within the Appalachian region. Within the school, the sponsor would require office space for conferences and small group meetings of on-site sponsor staff involved in the FT program, including AEL staff, the principal, and teachers. Sufficient funds must also be available for local classrooms to set up activities centers, e.g., work tables, display areas, corkboards, etc.

At the sponsor shop, implementation of a HOPE FT model would require one full-time Educational Development Specialist and a support staff of approximately .3-.5 FTEs. The Specialist would serve as a liaison between AEL and the field, and would be responsible for coordinating data collection and analysis. The support staff would assist with paper work, scheduling, etc.

At the district or building level the key staff person would be the full-time, or possibly part-time, Field Director, depending on the number of schools involved. This person should be hired locally and in keeping with local practice, probably at the Assistant Superintendent level. S/he should be an instructional leader with administrative training and recognized expertise in primary level instruction. The Field Director would (1) supervise field staff and field operations, and (2) work with the principal(s) to implement the FT program, without intruding on the principal's other responsibilities.

Within each classroom there must be a full-time teacher and preferably one full-time aide. The teacher is responsible for instruction, classroom management, and supervision of the aide. The aide assists primarily in small group and individualized instruction. Classroom size should be determined according to local standards, optimally 25 or less registered children.

Home visitors should be hired on the local level, ideally parents of children involved in the FT program. A home visitor's case load should not exceed 25 families; generally, one home visitor per classroom. The case load may vary depending on the home visitor's other responsibilities and time commitments. The average amount of time required for a visit is 45 minutes to one hour. Families should be visited an average of once a week--some families will require more frequent and some less frequent visits. During the visits the home visitor should (1) assess areas of family need--e.g., education, homemaking services, health, nutrition, safety and first aid, child abuse and neglect, and financial management; (2) identify community resources needed by and available to the family; and (3) make appropriate referrals; the major focus, however, will be home learning.

It should be stressed that all hiring outside of the sponsor shop should be at the local level, according to local hiring patterns, and in line with the local budget and community resources. This is to insure that the local community or district will be able to afford to continue a program after FT support ends.

1.3.2 Implementation Process

A community needs assessment and planning process is initiated prior to implementation in any site. It is very important to involve local staff and key community people in the beginning. Group participation should include the building principal, an influential and respected teacher(s) plus representatives from the broader community, such as the parent-teacher organization, community health and social work agencies, day care programs, and child/family services. AEL does whatever it can to find out what local people are doing and to get local involvement. This planning group should assess local needs and determine the feasibility of the HOPE program within their community. If the decision to adopt the HOPE program is made, it is then AEL's responsibility to work with the local community group to develop a timetable, public relations and planning activities for implementation of HOPE within their school or school system. A written agreement is drawn up between AEL and the site, usually with the local school superintendent, supported by the principal(s).

A community orientation meeting would be organized and presented jointly by AEL staff and key local people. Sponsor staff would present the overall program view, philosophy, and methods supported by printed materials and films. Community representatives would address local needs and their implementation plans for the HOPE program, anticipated benefits, changes and potential problems.

Preservice training would be conducted at two levels--professional and paraprofessional. Training for teachers and principals would require at least a two-day intensive session with ideally no more than 10 participants. This session would be conducted on-site by an AEL staff person until a local or regional person has familiarity and experience with the program. The trainer should have experience in the use of the "Aids to EArly Learning" curriculum materials. Currently, there are three AEL staff members qualified as trainers and two who could qualify with some training. One local staff person will be qualified. This preservice workshop includes a general orientation to the program, materials and classroom plans. The instructional manual and its use are taught. Discussions are conducted around teacher concerns and classroom issues, e.g., classroom structure, assessment of children, and how to teach children with handicapping conditions.

Preservice training for aides and home visitors (i.e., paraprofessionals) would be essentially the same. For aides, the home visitor-specific aspects would be omitted, and additional instruction would be provided in program tutorial methods. These two-week intensive training workshops would include presentation of program overview and philosophy, printed materials and films, and methods used with the "Aids to Early Learning." These workshops would be planned and conducted before start-up of the FT-sponsored program. They would be held in the local school(s) and would be required of all paraprofessionals involved in the program; the number of participants would vary with the size of the school and could include up to 25 individuals per workshop. In the first year of implementation, this workshop would be conducted by the Educational Development Specialist. In subsequent years it will be directed by experienced on-site staff who have used the "Aids to Early Learning" and who have participated in a two-day orientation and training session. Currently, there are ten AEL staff persons with sufficient knowledge and training to conduct these preservice workshops for paraprofessionals.

Inservice training would be required of all staff involved with the FT program, and with considerable frequency in the early months of implementation. There should be weekly group supervision with home visitors, aides, principals, and teachers conducted by the AEL Project Director. There should also be weekly inservice sessions where the Field Director asks questions (e.g., How is it going? How are the materials being received by the parents, by the children?), and facilitates group discussion and problem solving methods.

Supervision will shift gradually to the Field Director. After the first few months, inservice sessions can be reduced to biweekly. There should also be a time (45 minutes to one hour) set aside each week for the individual teacher, aide and home visitor(s) involved with each classroom to meet and discuss relevant parent, child, or classroom issues. In their experience, HOPE developers feel that after two years of implementation, there should not be a need for continuous inservice training of professionals. However, monthly inservice sessions should be held for paraprofessionals for as long as they are involved with the program.

Assuming stability of key professional staff, a school should be able to maintain implementation of a HOPE program on its own after one year. AEL staff would be available for additional training and technical assistance in subsequent years. Local schools are in fact encouraged to develop and conduct their own training sessions after one year of full implementation. AEL remains responsible for materials development and provides an implementation strategy framework for teachers which gives direction, but calls for specific structuring by the teachers.

Significant parent involvement cannot be anticipated in the first or second year of implementation. Parent participation increases over time, once parents see the program as institutionalized, and not as a one-year, shot-in-the-arm program. HOPE expects to be achieving good parent participation levels by the third or fourth year of implementation. Naturally, significant involvement will occur during the first year for some parents. Over time, greater numbers of parents become significantly involved.

1.4 READINESS FOR IMPLEMENTATION

The Appalachia Educational Laboratory is interested and, with a few exceptions, prepared to sponsor the HOPE-II model as a FT program. They have successfully implemented their program with preschool children since 1968, and with preschool through first grade children since 1976. During the 1979-80 school year, they will be ready to pilot the program in one school in second and third grades.

Their methods for community assessment and readiness are thorough and well tested. Likewise, they have developed and implemented materials for orientation and involvement of parents as active participants in the

HOPE-II program. Since their instructional focus is on the development of children's competencies in areas related to learning, "Aids to Early Learning" materials are designed and developed to be used with existing basic skills curricula.

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APPENDIX A

"AIDS TO EARLY LEARNING"

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APPENDIX A

"AIDS TO EARLY LEARNING"

THE FOLLOWING AIDS TO EARLY LEARNING MATERIALS ARE AVAILABLE THROUGH EDUCATIONAL COMMUNICATIONS, INC., 9240 S.W. 124 STREET, MIAMI, FLORIDA 33176.

"Aids to Early Learning" Technical Manual

This document discusses the design, development, and validation of all of the "Aids to Early Learning." As such, it is the basic reference on these products.

Cost:	$ 5.00

Day Care and Home Learning Activities Plans

Designed for use by early childhood paraprofessionals and, with their assistance, for use by parents, these *Plans* are suited to both day care and home-based settings. This three-volume *Plans*' set is divided further into 59 developmental competency areas. The set provides over 1,000 activities, with each activity relating to a particular competency area. Separate *Instructonal Manuals* guide day care workers and home workers in providing age appropriate experiences for normal, delayed, and specifically handicapped three- through five-year-olds. "Parent Corners" alert parents to ways of observing and understanding their children's progress and needs. The *Plans* were evaluated in day care and home-based settings serving varied groups of children and families. Their use supports adults in taking an individualized, developmental approach to working with young children.

Cost:	Volume 1 Physical and Social Development	$25.00
	Volume 2 Personal and Emotional Development	25.00
	Volume 3 Language and Conceptual Development	25.00
	Classroom Instructional Manual	10.00

Parent Discussion Guides

Two companion volumes, *Parent Coordinator Guide* and *Parent Guide*, designed for use respectively, 1) by a professional who assists in organizing and operating parent groups and 2) by parents who participate in such groups. The emphasis of the set is on practical, everyday involvement by parents in their children's learning in all areas, including social-emotional, physical, and cognitive-language.

Cost:	Parent Coordinator Guide	$ 4.00
	Parent Guide	2.50

APPENDIX A (cont.)

Appraisal of Individual Development (AID) Scales

An experimental set of observationally-completed scales which assess the preschool child's development in AEL's 59 developmental competency areas in terms of 14 competency clusters. The AID Scales thus correspond directly to the competency base used in the Day Care and Home Learning Activities Plans and the Classroom Learning Activities Plans. This match permits users to assess directly the learning needs of the child as these relate to the curriculum.

Cost:	AID Scales User's Manual (with scales)	$ 8.00
	AID Scales	6.00

THE FOLLOWING MATERIALS ARE AVAILABLE FROM HUMAN SCIENCES PRESS, 72 FIFTH AVENUE, NEW YORK 10011.

Home Visitor's Kit

A multi-media package that can be used by any type of local program to train and equip paraprofessionals who deliver early childhood developmental services to the home. Includes carefully designed learning experiences to meet specific objectives that cover a variety of essential paraprofessional skills and orientations, such as: self-awareness, child growth and development, teaching and learning, finding and preparing materials, child health and safety, and how to work sensitively with others.

Cost:	Home Visitor's Notebook	$14.95
	Parent's Notebook	3.95
	Home Visitor's Resource Materials	5.95
	Home Visitor's Kit (including one of each of the above)	19.95

"AIDS TO EARLY LEARNING" AVAILABLE FROM THE APPALACHIA EDUCATIONAL LABORATORY.

Audio-Visuals for Home Visitor Training

These materials are used during training with various instructional units of the Home Visitor's Kit (Human Sciences Press). The following filmstrips are accompanied by audio cassette unless otherwise specified:

	Rental	Purchase
Making a Home Visit	$ 5.50	$20.00
Communication: Working with Others	5.50	20.00
Home Safety Hazards (no cassette)	5.50	15.00
Overview of HOPE	5.50	20.00
Complete Set of Audiovisuals	15.00	50.00

Early Warning Signs Brochure

Developed by the consortium of State Departments of Education in the Appalachian Region, this brochure lists possible early warning signs of handicapping conditions of infants and preschool children in the areas of seeing, talking, playing, thinking, hearing, and moving. Available for $20/1,000 with no organizational imprint; $25/1,000 with your organization's name, address and phone number printed on the back of the brochure.

Parenting Materials: An Evaluative Annotation of Audio-Visuals for Effective Parenting

A catalog which evaluates 154 of the better audio-visual materials relevant to parenting. Each entry is fully described and information is supplied on its distributor.

Single Catalog	$ 5.00

Video Materials on Effective Parenting

One-half hour shows for assisting parents in becoming more effective in helping their children develop. The shows are:

"It's Never Too Late"--deals with the theme of discipline through a variety of formats.

"Mixed Emotions"--explores the often confusing world of emotions which children face, and explains ways of furthering emotional development.

"Guess What"--shows parents how to promote the mental development of preschool and elementary-age children through informal experiences which arise at home.

Printed support materials may be used for study and to promote parent discussion of the video presentations. The shows are available for loan to educational and service groups, and may be dubbed for non-profit educational purposes.

AEL Visits Mister Rogers--Parents' Guide

Includes in a single volume brief descriptions of each show for the entire 92-week series, together with information on how each show relates to AEL's 59 developmental competencies. Instructions guide the user in selecting activities from the Day Care and Home Learning Activities Plans (Educational Communications, Inc.) so that they will correspond to children's actual experience of viewing the Neighborhood broadcast. Used in this manner, the materials enable parents to extend their children's development through television viewing plus correlated learning activities.

Single Copy	$ 5.00

APPENDIX A (cont.)

"The Early Childhood Curriculum: An Empirically Based Curriculum"

A series of eight volumes which examines and illustrates a new foundational approach to creating empirically based curriculum. The series treats, as examples of the approach, the several research studies leading up to and including the development of the "Aids to Early Learning." The individual volumes focus on the particular foundational questions for which curriculum developers can seek empirical answers. Portions of the series are available and others are in preparation. For further information on the series, write AEL.

THE FOLLOWING ERIC DOCUMENTS MAY BE ORDERED IN MICROFICHE OR PAPER (HARD) COPY FROM: DOCUMENT REPRODUCTION SERVICE, P.O. BOX 190, ARLINGTON, VIRGINIA 22210.

A Competency Base for Curriculum Development in Preschool Education

A four-volume set, currently available through ERIC, describes phase one of a study that ultimately identified 59 developmental competencies which the typical child attains by six years of age. The list of skills was compiled and validated using a literature search as well as panels of national and Appalachian child development experts and a panel of Appalachian parents. For each of the 32 competencies studied in phase one, specific performance statements and criterion statements are presented in Volume IV. ERIC numbers assigned to these volumes are:

ED 104 057	Volume I:	Central Document
ED 104 058	Volume II:	Responses of a National Panel of Child Development Scholars
ED 104 059	Volume III:	Responses of a National Panel and an Appalachian Panel of Child Development Scholars
ED 104 060	Volume IV:	Preschool Curriculum (First Draft)

The Home-Oriented Preschool Education (HOPE) Manuals

This early series of AEL products provides information on how to set up and operate HOPE-type programs. Copies may be ordered only through ERIC, using the following citations:

ED 072 843 HOPE:	Program Overview and Requirements
ED 082 844 HOPE:	Field Director's Manual
ED 082 845 HOPE:	Handbook for Mobile Classroom Teachers and Aides
ED 082 846 HOPE:	Home Visitor's Handbook
ED 082 847 HOPE:	Personnel Training Guide
ED 082 848 HOPE:	Curriculum Planning Guide
ED 082 849 HOPE:	Materials Preparation Guide

APPENDIX A (concluded)

HOPE Research and Technical Reports

Development and Evaluation of HOPE (1966-74)

ED 027 071
ED 028 653
ED 038 181
ED 041 626
ED 052 832 through ED 052 842
ED 062 016 through ED 062 024
ED 062 992.

HOPE Dissemination and Product Development Studies (1973-77)

ED 080 608
ED 093 352 through ED 093 358
ED 069 391
ED 152 418.

Appalachian Demographic Studies (1968-74)

ED 052 832
ED 062 049
ED 093 352
ED 127 022 through ED 127 028.

Visual Materials and Television Research (1972-77)

ED 093 353 through ED 093 357
ED 112 605
ED 132 972 through ED 132 974
ED 136 788

CHAPTER 2

Brigham Young University (BYU)

Sponsor: Brigham Young University

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2.1 OVERVIEW

The Brigham Young University (BYU) approach was established five years ago, is primarily a home-based program, and is sponsored by the University. The approach is targeted for the general population of children in the kindergarten age range (3 1/2-5 year olds). It is not aimed at any particular population, e.g., the disadvantaged. Conversely, it does not appear to be inherently inappropriate for any specific population.

The sponsor's basic philosophy is uncomplicated and straightforward. It is that skilled parent involvement, particularly in social-emotional development, is essential to a child'd learning, especially during the early childhood years. Further, the BYU approach postulates that cooperation between the parents and the school results in an optimal, total development/learning environment. This basic philosophy leads to two overall program goals:

- The strengths of both the parents and the classroom teacher should be coordinated and developed so that home-based strategies can build upon the learning that takes place in the classroom.
- Where possible, both parents should be involved in this cooperative effort, because (1) the influence of the father on child development and learning has been underestimated in the past; and (2) activities and programs transmitted to one parent can be vetoed or cancelled out by a non-participating parent who is present in the child's daily life.

These goals emphasize developing positive child-parent relationships and increasing the understanding and ability of parents in their role as educators of their children.

The BYU program has been implemented in two locations in somewhat different versions. It is currently operating as a mandatory part of the BYU lab school kindergarten. The nursery/kindergarten consists of ten half-day classes (five in the morning and five in the afternoon), with about 20 children per class.

A version of the BYU approach which required less parent involvement was field tested in the Carbon County public schools over the last three years. Carbon County is 65 miles south of Provo and is a mining area with both rural areas and small towns. The Carbon County implementation involved two kindergarten classrooms the first year, seven the second, and five classes the third year of operation. The program was implemented under a three-year development grant which has just been completed.

Both implementations included lessons given to parents on topics in early childhood development accompanied by at-home activities involving parents and their children. See Appendix A for further field test information.

Current sponsor plans call for continued operation as a mandatory aspect of the University lab school kindergarten program. In addition, the sponsor has arranged to implement the approach in two kindergarten classrooms in the Provo public school system during the coming school year (1979-1980).

2.2 THE PROGRAM

2.2.1 Program Objectives

The BYU program has four objectives:

1. to establish a relationship of cooperation between the parents and teachers;
2. to establish the teacher as a teacher of parents;
3. to develop the mother and father as teachers of the child; and
4. to develop the teaching skills of parents.

Most of the emphasis in the BYU program is on encouraging and assisting a positive educational relationship between the parents, child and teachers.

The social-emotional development of the child is the prime focus of the parent involvement program. Basic skills development is a secondary objective of the program, although skills advancement can result from a home-based program such as this one. The BYU staff believes that the social-emotional development of the child is best fostered at home, and that the home environment should prepare a child to take full advantage of skill development programs at school. When home influences promote successful emotional development, skill learning at school becomes easier and almost "automatic."

2.2.2 Program Inputs

In the lab school program, the subject matter consists of 24 lessons given to the parents by the lab school staff. These lessons are keyed to a sponsor-produced workbook and 32 tape programs entitled Brushing Up On Parenthood. (See Appendix B for the topics of these cassettes.)

Parents can choose one of five modes of participation in the program:

- tape and workbook assignments;
- a series of readings with prepared questions and the workbook;
- once-a-week lectures and workbook activities;
- working in the lab school as a parent volunteer and workbook activities; or
- home visits by lab school student teachers and workbook activities.

Regardless of which mode of participation the parents select, all parents are exposed to the content of the tape/workbook series, Brushing Up On Parenthood. Further details on the five modes of parent participation can be found in Appendix C.

Teacher-prepared materials are also given to parents to use with their children at home. The materials include weekly assignments for the parents to carry out with their children. (For some examples of these materials, see Appendix D.) Both parents should be involved in these activities with the child in a non-stereotypic way.

No special home characteristics are necessary to carry out the teacher prepared lesson plans. Access to a tape casette player is required to use the workbook/cassette program.

The program involves the students, classroom teacher, the parents, and a home visitor who maintains contact with the parents through visits to the home between the monthly parent lessons. The home visitor helps to motivate parents and explains and clarifies the learning activities suggested at the parent lesson and contained in the teacher prepared materials. The home visitor is also a source for parent feedback to teachers.

A program supervisor at the school level is necessary for making budgets, arranging substitute teachers during training sessions, and scheduling meetings of teachers and parents. Major training activities would be conducted by sponsor personnel.

The BYU approach requires that teachers understand the specific content of the lesson areas and be able to construct relevant home activities related to their specific curricula. In addition, teachers in the program should have some teaching experience so they can relate their past experiences to child development theory. Of course, it is advantageous for teachers to have some background in early childhood education, child development, and child psychology.

2.2.3 Program Process

The content of instructional tasks given to parents by teachers demonstrates principles of early childhood education and other aspects of child development theory. The activities are not supposed to be viewed as homework. Parents are to be involved for the sake of parent-child interaction, not for the sake of any deliberate outcome of each activity. Activities are not purely "theoretical;" they use normal family behaviors and naturalistic teaching materials as instructional aids (e.g., newspaper ads to learn about dollars and cents, gardening to learn about the seasons, etc.).

There is no classroom component to the BYU model, and so the home-based activities described above represent the program process.

2.2.4 Sponsor Acceptable Outcome Measures

BYU staff have utilized both sponsor-produced and published outcome measurement instruments. Student attitude toward learning has been measured by the Primary Academic Sentiment Scale, and self-concept by the Early Childhood Self-Concept Inventory. In addition, teacher and parent ratings have been measured by a semantic differential instrument as well as the Moos Family Environment Scale.

Attempts to assess implementation have consisted of weekly reports from parents on the activities carried out at home and time charts of parent contacts with the child (see Appendix E). Both of these forms are mailed to BYU staff by the parents in the program. In addition, all parents participating in the program turn in monthly reports to the teacher giving their reactions to the past month's activities.

2.3 PROGRAM IMPLEMENTATION

BYU staff support the concept of regional sponsorship which would restrict FT sites to a specific priority or problem area easily accessible to the sponsor's headquarters. For the most part, other details of FT implementation have not been worked out. For example, BYU staff would have to develop agreement forms with FT sites which would permit both the teaching of the child at home and the extra teacher time necessary for the construction of weekly family activities related to the district's curriculum.

2.3.1 Implementation Inputs

BYU staff have workbooks and cassette tapes as the major parent education materials. The materials for the 32-course sequence which is operating at the BYU lab school kindergarten are designed to be adaptable to any curriculum. The course in its present state, however, is designed for use only at the nursery-kindergarten level and would need to be modified for use in grades one through three.

The sponsor has prepared some orientation materials that are currently being used in the lab school program (e.g., an introductory slide show describing the rationale of the program and forms of parent participation). Prior to participation in FT, these materials would need some adaptation to be appropriate for the K-3 grade span. During the process of implementation, they would also need to have some adaptation to make them district-specific.

A home-based approach such as this one places certain requirements upon a school system and community. In the Carbon County implementation, the sponsor demonstrated a willingness to modify the approach to meet district-specific needs. Prior to becoming a FT sponsor, this sponsor needs to consider the implications of FT sponsorship as well as the extent to which different types of modifications might threaten the integrity of the approach. When considering these implications, the sponsor needs to develop a method for assessing the readiness of the community for this approach, and should develop a generic form of agreement which would explicate clearly the types of demands this approach would place upon the school district, the teachers, and the parents.

Because a home-based approach makes no demands for change in classroom process, it is often assumed that it also makes no demands on the teachers. This is, of course, not the case if the home-based approach is to be integrated with classroom activities. The BYU approach places extensive demands upon the teachers in preparing materials to be used in the home and in working with parents both at home and in the classroom. The sponsor needs to determine whether or not the introduction of the approach into a system might be facilitated by introducing segments of the approach successively rather than simultaneously; and if such an approach to implementation might be feasible, to develop such a strategy.

Although no special classroom equipment is needed, some physical space needs to be available in the school for storage of the program materials and for the teachers to meet for inservice training.

2.3.2 Implementation Process

Preservice training consists of an orientation meeting given by BYU staff for all new teachers. This session introduces the elements of the program to the teachers and informs them of their part in it. A later meeting is used to introduce the teachers to the skills they will need to recruit parents, present the parent lessons, and construct the weekly home activities.

Inservice training consists of monthly meetings with the BYU staff, the teachers, the home visitors (and school administrators, if possible). These meetings are held prior to the parent lesson for that month. Teachers follow up on past problems and review the materials to be presented to the parents at the next parent lesson. In addition, the teachers may also work on the construction of the weekly activities for the parents, aided by sponsor-developed examples.

2.4 READINESS FOR IMPLEMENTATION

The BYU approach emphasizes the nature of the relationships between teachers, parents, and children. As a model which focuses on the establishments of such relationships, both process and outcome measures are crucial in assessing the student level effects of participation. Measurement in these areas has been attempted, but further work is necessary. The unusual nature of the program makes the site and teacher selection important. Additional teacher duties and a "sharing" of teaching responsibilities may be resented in some sites by teachers and unions. Agreement forms between the sponsor and the site would have to be carefully and explicitly developed.

Agreement forms, schedules for implementation, community assessment techniques, and training methods all have to be worked out. This could be done during an initial planning period prior to full FT sponsorship, an idea supported by BYU staff. BYU staff believe that they have adequately developed materials, but would need additional evaluation and training personnel at sponsor headquarters. The evaluator would work on a formative evaluation of the program during implementation as well as on additional relevant outcome measures.

The BYU kindergarten could be used for training sessions and as demonstration classrooms. It is unclear whether upper grade level training could be efficient or appropriate with the current kindergarten population at BYU. Of course, the need for observation classrooms may be less for this home-based program than it is for classroom-based FT models.

How FT parents would be selected from a listing of FT classrooms (or students) is unresolved. An introductory meeting of all FT parents in a school would be necessary to inform the parents of the program, their potential for participation, and the responsibilities that such participation would entail.

Most important, however, is the current lack of grade range of the present program. Thirty-two parent lessons are available, but it is unclear how these would be implemented across a K-3 grade span. Basic principles of parent-child interaction remain the same across elementary school grades, but two factors change: (1) developmental level of the child, and (2) content offered in the elementary school classroom. It would be possible to use the existing lessons at all grade levels with home activities appropriate to each grade level. In addition, supplementary lessons could be offered as needs of parents were assessed. This lesson activity development for other grades would certainly require the active participation of the classroom teacher in construction of home teaching materials or further sponsor work in developing such materials appropriate for grades 1-3. In any event, some comprehensive solution to this issue of incomplete grade span is necessary before BYU would be ready to assume FT sponsor responsibilities.

APPENDIX A

Field Test Information

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APPENDIX A

Field Test Information

The BYU model has been implemented in two field situations. The first is the University lab school, where it operates as a mandatory part of the nursery/kindergarten program (ages 3 1/2-5 years). Parents who place their children in the lab school must, in other words, agree to participate in the full BYU model of parent involvement.

In the lab school, the model serves ten half-day nursery/kindergarten classes, with five held in the morning and five in the afternoon. There are about 20 children per class, making a total of 200. The approach has been implemented in the lab school for the past five years.

The second field implementation took place in the Carbon County public schools. The Carbon County test, which was actually a three-year development grant, did not implement the full BYU approach, but rather focused on five of the thirty-two Parent Lessons. These were:

- Why Parents Should Teach,
- Teaching Through Effective Communication,
- Emotional Development of Children,
- How to Assist in Developing Your Child's Intellect, and
- Helping Your Child Grow Socially.

These lessons were presented by the classroom teacher to her participating parents in five one-hour meetings throughout the year.

In the Carbon County test, parents were not required to participate in the BYU model as a condition of kindergarten enrollment, but rather were recruited into the program by the classroom teachers. Apparently, parental attrition during the three years of this test was quite low, with "insufficient time" given as the major factor by parents who did withdraw.

Although only these five Parent Lessons were presented in detail, each participating parent had access to workbooks and cassette tapes for all 32 lessons. And, as for the full model, the participating Carbon County teachers prepared materials for parents to use with the children at home, including weekly assignments for the parents to carry out with their children. (Samples of materials are contained in Appendix D.) Further, the guidelines for the weekly activities were the same as in the full model.

APPENDIX B

Titles of Tapes in the Brushing Up On Parenthood Series

APPENDIX B

Titles of Tapes in the Brushing Up On Parenthood Series

1. Why Parents Should Teach
2. Why Children Do What They Do
3. Helping Children Love to Learn
4. Teaching Through Direct Instruction
5. Teaching Through Family Disicipline
6. Teaching Through Effective Communication
7. Understanding the Nature of Children I
8. Understanding the Nature of Children II
9. Emotional Development of Children
10. The Development of Anger
11. The Development of Fear
12. The Development of Love
13. How To Assist in Developing Your Child's Intellect
14. Concept Development
15. Fostering Your Child's Perception
16. Language Development in Children
17. Creating More Mozarts -- Music for Children
18. Assisting Your Child's Reading
21. Assisting Your Child's Creativity Through Play and Play Materials
22. Assisting Your Child's Creativity in Art
23. Assisting Your Child's Creativity Through Literature
24. Assisting Your Child's Creativity Through Science and the World
25. Helping Your Child Grow Socially
26. Your Child's Moral and Value Development
27. Some Guidelines for Teaching About Human Maturation
28. What Fathers are For
29. Your Child's Physical Growth
30. Feeding Your Children
31. Building Your Child's Self-Esteem
32. Developing Physical Skills in Children

APPENDIX C

Program Options

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APPENDIX C

LECTURE OPTION

The lecture method has been used in parent education for many years. It has been effective in varying degrees for reaching large groups. For our purpose, whether the group be large or small, we have involved the parents in small group discussions. It is within these small groups that parents discover the similarities between their child and other children of the same age. This is especially evident when the parents are able to share experiences after each lecture. As they share characteristics which seem to be peculiar to their child, they find out that other children have many of the same peculiarities. The use of this method of class participation facilitates the exchange of ideas and provides a more informal atmosphere.

Another means of interaction which the lecture provides is that of role playing. For example, during the lecture on "Teaching through Direct Instruction", we list nine principles which contribute to a relationship of trust, closeness and openness. The instructor taking the part of a child has a parent come up and demonstrate these behaviors while reading a story to the instructor. This not only gives parents an opportunity to participate but also to see these behaviors being demonstrated. Role playing helps the parents test out new ways of interacting with their child.

The lecture has proven to be an excellent means of instructing parents as well as providing interactions with others in the group. By its very nature, it allows points to be clarified by responses from the audience. Parents who choose this method find it an enjoyable as well as an informative way of receiving parent education materials.

TAPES OPTION

An exciting option of the parent education program is the use of cassette tapes as a method of receiving the education content materials. A series of 32 cassette tapes has been prepared by the Institute of Family Home Education to help parents recognize teaching moments and effectively use them. Each tape contains two programs which are about 20 minutes in length. The programs present the materials in a manner that is clear and practical so that parents can apply the principles contained in them and see the results. The information presented on the cassette programs is portrayed in dramatic form, or radio drama approach, to help involve the listener and to make the materials even more interesting.

The workbook, Brushing Up On Parenthood, is used in connection with the tape programs and it contains a corresponding section, arranged in topical areas, for each of the programs. In the workbook there is a brief summary of the main points of each program as well as some activities that the parents can do with their children.

The tapes are advantageous because they can adapt to anyone's schedule. They can be listened to almost anywhere; while working at home, working in the yard, or even while driving to and from work. Parents enjoy the flexibility which the tapes provide.

The tapes are being used in the Brigham Young University preschool program in all 13 child development laboratories. A rotation basis has been implemented to provide for more efficient use of materials. The schedules are staggered so that no two labs are on the same tape program at the same time.

The tapes are intended to increase understanding of children and the parents' ability to pass on treasures of wisdom and give their children the inspiration and encouragement they need to meet the challenges of a changing world. The tape option provides the most flexible and convenient method of helping parents pursue this goal.

HOME VISIT OPTION

The home visit option gives the parents of the preschool child the opportunity to meet with teachers to discuss principles of child development.

The teachers are assigned families from their preschool class. At a time mutually convenient to both the teacher and family a weekly visit is made. The teacher presents a 30-40 minute lesson, and helps the parents outline some activities to do with their children during the week.

Teachers are provided with an outline of specific topics and principles to discuss. Further, in depth, content material is available to assist them in preparing for the visit. In this way, the teacher is able to act as a resource person for the parents.

Advantages of this option include the following:

CONVENIENCE: The parents receive the information in the comfort of their own home.

PERSONAL: The teacher is able to clarify, and explain, principles the parents may have trouble grasping. They can provide immediate feedback to the parents queries.

CONFIDENTIALITY: On a one-to-one basis the parents may tend to bring up potentially embarrassing questions or ask for clarification that they would be reluctant to raise before other parents in a group.

The home visit option has been extremely well received by the families selecting it. Both the teachers, and families have had exciting discovery experiences together. This option has proven to be one of the most rewarding of our options for both the teachers and families.

READINGS OPTION

Many parents find the reading option to be a convenient and effective way of learning parent education principles. The selected readings, probe question worksheets, workbook, and evaluation forms are all available to participants to study and use at their leisure. Parents selecting this option also have the opportunity to study additional information in greater depth if they desire.

Chapters or topic sections of the following books have been identified for parents to read:

Selma H. Fraiberg, The Magic Years, Charles Scribner's Sons
Haim G. Ginott, Between Parent and Child, Avon Books
James L. Hymes, Jr., The Child Under Six, Prentice-Hall
James L. Hymes, Jr., Understanding Your Child, Prentice-Hall
Frances L. Ilg & Louise Bates Ames, Child Behavior, Harper & Row
Jerome Kagan, Understanding Children; Behavior, Motives & Thought, Harcourt Brace Jovanovich, Inc.
John D. Krumboltz & Helen B. Krumboltz, Changing Children's Behavior, Prentice-Hall

These books have been selected because they are of interest to and easily understood by the lay population of parents. Most of the writing is based on professionally researched principles. The list selected is by no means inclusive of all the books that would be acceptable. They are, however, conveniently available and contain material which is relevant to the selected topics.

The basic procedure for the readings option is as follows:

1) Reading materials are obtained weekly from the nursery teacher.

2) Parents study the selected readings with the aid of a probe worksheet which gives pertinent study questions and the page number where the information may be found. By working through the probes the parents are guided to the most

important information in a minimum of time. Supplemental sources are listed for those parents desiring additional information.

3) The principles in the reading material are valuable only to the extent that the parents apply them in dealing with their children. The third step of this option, then, is for the parents to interact with their children in a meaningful experience. Several activities are suggested in the workbook Brushing Up On Parenthood or parents may substitute others which are better suited to their family's needs. The application step is the most important part of the process and is a measure of what the parents have learned.

4) The last step is for each parent to fill out a brief evaluation of the activity and return the materials to the nursery teacher.

Because of the advantages the readings approach offers, parents participating in other options often request the probe question worksheets in addition to the method they have selected. Many report that the reading materials provide an effective aid in improving their skills as parents.

PARENT PARTICIPATION IN PRESCHOOL OPTION

Perhaps a little more time consuming, but also probably the most rewarding option of the five approaches is that of actual participation in the Nursery School Lab experience. Parents who select this method are usually assigned to a different lab than the one their child attends but during the same time period. The parent is contacted by the Nursery School teacher and arrangements are made for the parent to come one day each week and participate in activities with the children. The parent functions somewhat as an aide, in contrast to a regular student teacher, but has specific assignments to complete as well.

The Nursery School teacher meets with the parent to discuss the topic and activities involved in the assignment for the week. Lesson topics have been adapted from the original material contained on the "Brushing Up On Parenthood" tapes. Assignments are usually divided into three sections. First, the basic concepts of the topic are presented. Second, several suggestions are given for specific activities the parent could plan for the children in the lab and implement under the supervision of the teacher. Such an activity would apply the basic ideas presented in the lesson. The third section includes suggested activities for the parent to try with his/her own child at home. Parents are encouraged to try some of the listed activities or others that may apply the principles, complete the response form which indicates results of the time spent, and return it to the nursery teacher.

This option is for obvious reasons the least popular of the five; not because it lacks appeal, but because parents' schedules usually will not allow for such complete involvement. When parents can take advantage of this opportunity, it proves to be a most valuable learning experience which supports the basic philosophy that we learn by "doing".

APPENDIX D

Learning Activities

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APPENDIX D

Learning Activities

Charmers
by Hallmark
Love comes shining through
in the little things we do.

Feb. 5 - 9

This week we will study how two letters placed together (blends) sound when spoken. The blends we will study are: ch, sh, th, wh.

Activities: Help your child find items in your home that have these sounds. Have them say the words.

Play a game of "I can think of more "ch" (or sh, th, wh) words than you." Start with either you or your child. Think of a word that begins with "ch". Then the other person thinks of a word that begins with "ch". Keep doing this until someone can't think of another word.

Enjoy the social experience with your child.

Feb. 12 - 16

This week we will be talking about the words we, on, and.

Activities: Have your child make up sentences using these words.

Print each word on a card and put them on the refrigerator or some place your child can see them.

Get a newspaper or book and help your child find the words we, on, and. Have your child count or circle the words.

Take your child to the library. Let him check out a book that has these words in it. Spend a little time in the library while he browses through simple books; this will increase his desire to read.

Take advantage of this time to practice your good communicating skills.

Feb. 19 - 23

This week we will learn the symbols for addition, such as + and = .

Activities: In teaching children addition, it helps to use concrete objects. For example, while setting the kitchen table, a child can be shown that two spoons plus one spoon equals three spoons. The goal of this activity is to teach the meaning of the symbols + and = .

On a blank sheet of paper write the plus and equal signs like this:

+ =

Then, using small objects like buttons or beans, practice addition exercises by having your child place the objects on the paper. When an addition problem is correctly placed on the paper, ask the child to "read" aloud what the symbols mean. For example, the child could say:

"4 beans plus 7 beans equals 11 beans."

Then help your child write the numerals (1, 2, 7 etc.) below the piles of objects on the paper.

Feb. 26 - March 2

This week we will discuss how children can show their friendship to others.

Activities: Help your child bake something at home, such as cookies. Have your child take his home-made goodies to a neighbor, friend, or relative. Talk to him about what he might say and do in giving this gift to someone.

The following are two recipes you might what to use.

No-Bake Chocolate Cookies

2 cups sugar
½ cup milk
½ cup (1 square) butter or margarine
3 tablespoons cocoa
¼ teaspoon salt
3 cups quick-cooking oatmeal
½ cup nuts
1 cup coconut
1 teaspoon vanilla

Combine sugar, milk, butter, cocoa, and salt in saucepan and bring to boil, stirring. Remove from heat. Drop from teaspoon onto waxed paper and allow to set. Makes 4 dozen cookies.

Marshmallow Treats

¼ cup regular margarine or butter
5 cups Kellogg's Rice Krispies cereal
1 pkg. (6 to 10 oz.) regular marshmallows, or 4 cups minature marshmallows

Melt margarine in large saucepan over low heat. Add marshmallows and cook, stirring constantly until marshmallows are melted and mixture is very syrupy. Remove from heat.

Add Rice Krispies cereal. Stir until well coated.

Using buttered spatula or waxed paper, press mixture evenly and firmly into buttered 13 x 9 pan. Cut into squares when cool.

Yield: 24 squares, 2x2 inches.

*Extra Activity

Read at least one-half hour to your child each week.

Do not turn this story time into a formal teaching session.

*Make this story time a warm, happy time.

Maurine Craig

Charmers
by Hallmark
4-26

Everyone needs to be needed.

Learning Activities

April 3 - 7

This week we will be talking about the signs of Spring.

Activities: Take your child for a walk around the neighborhood to look for signs of Spring. Discuss why things are starting to turn green now.

Help your child plant a seed in a pot, milk carton, etc.. If you don't have seeds available then take your child to a store and let him pick out what he wants to plant. Provide good planting soil for your child to use.

Discuss with your child what care the seed needs to grow and develop. Help your child remember to care for it.

Help your child enjoy the experience of planting a seed and watching it mature to a plant.

April 10 - 14

This week we will be learning the words - you, not, he, the.

Activities: If your child does not know these words, put one on the fridge each day.

Use pictures and word cards to make rebus sentences. You and your child can make them together - use all the basic words, periods and question marks. Cut the pictures from catalogs or old magazines. The 15 basic words are: is, in, I, to, go, a, will, we, and, he, you, on, it, the, she.

If your child knows more words, make cards for these words and use them with the basic words in rebus sentences.

Praise your child for his right answers.

Take advantage of this time to practice your good communicating skills.

April 17 - 21

This week we are going to work more on numbers in the teens, twenties, etc. We will also discuss the cent (¢) mark.

Activities: Take an inserted advertising section from the paper and help your child read the large printed prices. Example: 77¢, 38¢, 25¢. If you use an insert in the Price paper, maybe you'll find a sale item you wish to purchase. Have your child go to the store and show him the price on the item. Let your child take the item to the check stand and help buy the item.

Use this time to help your child develop good social behavior.

April 24 - 28

This week we are going to visit the library and museum.

Activities: Take your child to the museum - let your child be the guide. Take time to discuss the various displays.

Enjoy yourself and help your child develop his self-confidence and leadership ability.

Extra Activity: Do activity found on Page 128 in your Brushing Up On Parenthood book.

Thank you for participating in this program. I appreciate your support.

Maurine

Learning Activities

Charmers
A compliment's a little thing that brings a lot of joy.

March 5 - 11

This week we are working on the words - he, she, it, the.

Activities: If your child does not know these words, put one on the fridge each day.

Use pictures and word cards to make rebus sentences. You and your child can make the sentences together; use all the basic 15 words, periods and question marks. Cut the pictures from catalogs or old magazines. The 15 basic words are: is, in, I, to, go a, will, we, and, he, you, on, it, she, the.

If your child knows more words, make cards for these words and use them with the basic words in rebus sentences.

Compliment your child on his efforts and success.

March 12 - 18

This week we will learn about the cent (¢) mark and dollar ($) mark.

Activities: Take an inserted advertising section from the paper and help your child read the large prices, example - 77¢. If you use an insert in the Price paper, maybe you'll find a sale item you wish to purchase. Take your child to the store with you and show him the price on the item. Let your child take the item to the check stand and help pay for the item.

Use this time to help your child develop good social behavior.

March 19 - 25

This week we will be talking about the signs of Spring.

Activities: Take your child for a walk around the neighborhood to look for signs of Spring. Discuss why things are starting to turn green now.

Help your child plant a seed in a pot, milk carton, etc.. If you don't have seeds available then take your child to a store and let him pick out what he wants to plant. Provide good planting soil for your child to use.

Discuss with your child what care the seed needs to grow and develop. Help your child remember to care for it.

Help your child enjoy the experience of planting a seed and watching it mature to a plant.

March 26 - 31

This week we will begin to tell time. We will work with the hour and the half hour.

Activities: Help your child make a clock from a paper plate.

Talk about the parts of the clock, for example: the face, the numbers 1 - 12 and the hands. Let the child discuss with you the hand that is on top, which one is big or little.

Make different times on the clock and have the children tell you what time it is.

Tell them the time, for example, 1:30, and have them move the hands and make the clock say that time.

Tell your child what feelings you are having as you see him learn about telling time.

Thank you for participating in this program. I appreciate your support.

Maurine Craig

APPENDIX E

Sample Child Forms

MOTHERS NAME ________ TOPIC ________ DATE COMPLETED ________

What did you do with your child?

[illegible]

APPENDIX E

How did your child react to this activity?

Engaged [illegible] well

Briefly state what went well.

Everything went well

What problems did you encounter?

None

What have you learned about yourself and your child?

We are finally getting along better [illegible]

Select the correct amount of time spent teaching your Kindergarten child by circling total number of hours and minutes per day.

DAY																								
Monday	0	[✓ 1]	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	45	50	55	60
Tuesday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	[✓ 40]	45	50	55	60
Wednesday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	[✓ 45]	50	55	60
Thursday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	45	[✓ 50]	55	60
Friday	0	[✓ 1]	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	45	50	55	60
Saturday	0	1	[✓ 2]	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	45	50	55	60
Sunday	0	1	[✓ 2]	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	45	50	55	60

FATHERS NAME [illegible] TOPIC [illegible] DATE COMPLETED [illegible]

all families weekly

What did you do with your child?

Went out to a tree farm and picked out a tree for Christmas.
Put up outside Christmas lights and decorated Christmas tree.
Walked around the block looking for the different things
that happen from fall to winter.
Worked on colors, numbers and phonic sounds.
Sang and played games.

How did your child react to this activity?

Tommy enjoyed all the activities that we did during the week. He really enjoyed going to the tree farm and picking his own Christmas tree.

Briefly state what went well.

Everything went well. The whole family enjoyed the activities this week. We did things as a family affair.

What problems did you encounter?

No problems.

What have you learned about yourself and your child?

That we enjoy doing things together.

Select the correct amount of time spent teaching your Kindergarten child by circling total number of hours and minutes per day.

DAY	HOURS											MINUTES												
Monday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	[✓ 30]	35	40	45	50	55	60
Tuesday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	[✓ 35]	40	45	50	55	60
Wednesday	0	[✓ 1]	2	3	4	5	6	7	8	9	10	0	5	[✓ 10]	15	20	25	30	35	40	45	50	55	60
Thursday	0	1	2	3	4	5	6	7	8	9	10	0	5	10	15	20	[✓ 25]	30	35	40	45	50	55	60
Friday	0	[✓ 1]	2	3	4	5	6	7	8	9	10	0	5	10	15	20	25	30	35	40	[✓ 45]	50	55	60
Saturday	0	1	[✓ 2]	3	4	5	6	7	8	9	10	0	5	10	15	[✓ 20]	25	30	35	40	45	50	55	60
Sunday	0	1	[✓ 2]	3	4	5	6	7	8	9	10	0	5	10	15	20	25	[✓ 30]	35	40	45	50	55	60

9 HR 15 min

MOTHER'S NAME Maria Palone ________ TEACHER Sally Manginy DATE March 19-25

Could you give, as accurately as possible, the daily amount of time spent alone with your kindergarten child. This should include just you and your child alone and not in the company of other family members.

As you mark the calendar below, please put an X in the box if the whole hour was spent with the child; for parts of an hour, write in the number of minutes. (Do not include such things as time spent eating or watching TV.)

Example:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
6 AM		15		30		x		6 AM
7	5		x		15		x	7

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	
6 AM								6 AM
7								7
8								8
9								9
10								10
11								11
12								12
1 PM								1 PM
2								2
3								3
4			30					4
5								5
6	x							6
7		15		30	30			7
8								8
9								9
10								10
11								11
12								12
1 AM								1 AM
2								2
3								3
4								4
5								5

(Please see other side)

Small "A"

FATHER'S NAME Connie Palsa TEACHER Sally Maybry DATE March 19-25

Could you give, as accurately as possible, the daily amount of time spent alone with your kindergarten child. This should include just you and your child alone and not in the company of other family members.

As you mark the calendar below, please put an X in the box if the whole hour was spent with the child; for parts of an hour, write in the number of minutes. (Do not include such things as time spent eating or watching TV)

Example:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
6 AM		15		30		x		6 AM
7	5		x		15		x	7

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	
6 AM								6 AM
7								7
8								8
9								9
10								10
11								11
12	15	15	15	15			x	12
1 PM								1 PM
2								2
3								3
4								4
5								5
6								6
7								7
8								8
9								9
10								10
11								11
12								12
1 AM								1 AM
2								2
3								3
4								4
5								5

(Please See Other Side)

CHAPTER 3

Cooperative Education Service Agency 12

The Portage Project Home-Based Model (Portage)

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3.1 OVERVIEW

The Portage Project is a home teaching program designed to serve multicategorical handicapped children from birth to six years of age, although it has also been implemented with older handicapped individuals (functioning at a 0 to 6 years level) and with normal and economically disadvantaged preschool and kindergarten children.

One of the fundamental premises of the Portage approach is that effective parent involvement is the main ingredient in long-term early childhood intervention. The Project follows a developmental approach to education of the child, assessing her/his present skill level, and targeting emerging skills to be taught. The teaching strategies employed are dependent on behavioral theory in breaking down long-term goals into sequential substeps which can be taught successfully in one week. Portage follows the Precision Teaching Model: an interpretation of Skinner's operant conditioning theory of learning developed by O.R. Lindsley (1964). Precision teaching is a highly structured teaching method involving pinpointing the behavior to be taught as an observable behavioral cycle, recording its pre-intervention occurrence, consequating the behavior according to operant conditioning theory, and recording its post-intervention occurrence.

Within the Portage approach, the home is considered the natural learning environment for the child because (1) it eliminates the problem of transfer of learning from clinic or school to the home setting; (2) it allows learning to relate to the child's cultural background of her/his family's value system and life style; (3) it promotes greater family participation; (4) it can address a wider range of child behaviors; and (4) it facilitates true individualization of instruction to the needs of each child and family.

Portage Project has two main objectives: to help develop the full potential of the child and to teach parents to be effective teachers of their children. To do this the program provides a home teacher to each family weekly to aid parents in:

- assessing the child's present skill level in five developmental areas,
- targeting emerging skills,
- developing skills necessary to teach their own child,
- defining appropriate teaching techniques, and
- evaluating the child's performance.

Portage has been serving children in south central Wisconsin since 1970, and since 1972 the approach has been replicated in over 60 sites nationwide. Under varying auspices, training and technical assistance have been provided to hundreds of other programs which have adopted parts of the approach or adapted or modified the approach to fit their own needs. The Project received validation from the Joint Dissemination Review Panel in 1975 and from the National Diffusion Network (NDN) in 1979, and the model is currently being replicated through BEH outreach and NDN. Other project activities include direct service components in CESA 12 and at two Head Start centers, training and technical assistance to Head Start centers and other training and dissemination activities. (See Appendix A for detailed descriptions of implementation and replication activities.) Most Portage Project evaluation data have covered a short (one year) time span because of funding constraints. If funding were available Portage would like to undertake more detailed and longitudinal research into program effects on parents and children, and to extend home-based intervention into the primary grades.

3.2 THE PROGRAM

Portage is a developmentally and behaviorally based approach to home teaching through which parents learn to teach their children. The approach is described below as it currently exists at the preschool level; Portage staff, however, are very interested in the possibility of extending the approach into a K-3 setting. Because the Portage approach is a teaching process (rather than curriculum) and is home-based rather than classroom-based, Portage staff feel that the necessary modifications could be made with a minimum of additional development.

3.2.1 Program Objectives

At the most global level the objectives of the Portage Project Home-Based Approach are to develop the full potential of the child and to train parents to become effective teachers of their own children. These objectives may be broken down into the following subgoals:

Child: to develop the full potential of the child.

- The child will progress developmentally in five areas: cognition, socialization, motor skills self-help, and language.
- The child will succeed in learning each prescribed activity in a one-week period.

Parent: to learn to be an effective teacher of her/his own child.

- A parent (or surrogate) will work with the child daily on prescribed activities and will record child progress on an activity chart.
- The parent will teach the child using appropriate aid, correction and reinforcement techniques.
- The parent will help to plan the child's program (both what and how to teach the child).
- The parent will learn and generalize the skills he/she has been practicing: motivation to work with the child, understanding of how children grow and learn, acquisition of teaching and child management skills.

These objectives are accomplished through the efforts of a home teacher who works with the parents to program an individualized curriculum for the child, taking into account the child's developmental needs and style of learning, and who teaches parents the skills necessary to implement this curriculum with the child.

3.2.2 Program Inputs

Subject Matter and Materials

The Portage approach centers on the use of a Home Teacher who trains parents to target appropriate teaching tasks for their child, present the tasks, and record and assess the child's performance. Parents are trained in their homes during weekly visits by the home teacher, and the child is taught at home by the parent during the week. This home teaching process can theoretically be applied to any subject matter, using any curriculum materials, so long as the curriculum's specific objectives can be defined and the child's current level of functioning with regard to these objectives can be assessed.

In its direct service component and in replication sites, however, Portage Project has implemented the home teaching process with its own developmental curriculum: The Portage Guide to Early Education (PGEE). This Guide consists of (1) a checklist of behaviors representing skills in five developmental areas; (2) a card file of teaching ideas and materials corresponding to the behaviors on the checklist; and (3) a manual of instructions for use of the guide. The checklist, in essence, provides an outline of the approach's subject matter: over 500 behaviors are listed in the areas of socialization, self-help, language, cognition and motor skills representing a normal developmental pattern from birth to age six, with a separate section on infant stimulation. The checklist is used to assess a child's current functioning in each of the developmental areas and to indicate which skills to teach next; it also serves as a means of recording child progress. Each behavior on the checklist corresponds to an instructional card in the card file which specifies the area of development, "normal" age range, the developmental skill to be taught, and gives a number (3-6) of brief descriptions of activities and suggestions which might be used to teach the child that skill.

Portage makes an effort to use materials within the home as aids to teaching specific skills, but centralized resources are also available. During replication of the approach, part of the training session on administrative matters concerns materials selection; and a list of suggested commercial and readily available materials has been compiled to assist the site and home teachers in assembling a "materials library." These materials are checked out as needed by home teachers and brought to the parents for use in the home.

Materials have also been developed to address parent objectives. Parents' involvement in the teaching of their children has been an objective from the beginning of model development and has been addressed by the Portage home teaching process (see Section 3.2.3). However, the acquisition of knowledge about child development and education and generalization of teaching and child management skills by the parent was found to require an additional, more systematic, parent training program: the Portage Parent Program. Materials for the Parent Program consist of a Parent Behavior Inventory, a book of parent readings, and an instructor's manual. The Parent Behavior Inventory is an observational checklist on which the Home Teacher can assess and monitor the parent's teaching and child management skills. The volume of parent readings explains in simple language and with many illustrations and examples teaching and management skills such as setting objectives, breaking down objectives, writing activity charts, modeling, chaining and shaping, use of correction and aids in teaching, recording, reinforcement, and expansion. These parent readings serve as a source of information and reference for the parent as well as a point of departure for discussion and parent training activities. Response sheets for each topic help the parent to apply the theory to practical situations, including those arising with her/his own child. The instructor's manual, used by the home teacher as a preparation and guide for training parents, contains theoretical background material on parent involvement, parent training, and parent-child interaction, instructions for implementing the parent program, strategies for initiating and maintaining discussions, and suggested activities corresponding to the material in the parent readings volume.

Characteristics of the Instructional Setting

Except for those children enrolled in special combined classroom/home visit programs, all children are instructed solely in the home. Insofar as is possible instruction should take place at the same time and in the same location each day, and sources of distraction (for instance, from siblings or TV) should be minimized.

A small room at the school or agency headquarters should be set aside for home teaching staff to use for paperwork and to hold staff meetings. This room can also serve as the materials library, or a separate storage area can be set aside for this purpose. In large settings with several educational units of master teacher and cooperating home teachers two small rooms might be advisable--one for meetings and one as a work/ storage room--as each unit meets for a half day each week.

Staff Requirements

The Portage approach is implemented by home teachers who visit each child's home weekly for one and one-half hours to prescribe curriculum activities for the child and teach the parent to implement and record these activities during the week. Home teaching staff are grouped into educational units of one master or lead teacher and several cooperating teachers, with each cooperating teaching assuming a maximum case load of twelve to fifteen children, and each master teacher working with a maximum of four or five cooperating teachers. As an ideal, Portage Project recommends a staff of one full-time master teacher and three full-time cooperating home teachers to serve approximately forty-eight children; in larger programs with multiple educational units an additional administrative person is also necessary. The responsibilities of home teachers are described in more detail in Section 3.2.3 below.

The master teacher is a professional with at least a Bachelor's degree in Special Education Early Childhood/EEN or Speech and Language, a minimum of one year's experience in working with young children, and a thorough understanding of child development, operant conditioning, and special education issues. In addition to performing the function of a home teacher (usually on a reduced case load), the master teacher is responsible for the educational unit consisting of her/himself and two or three home teachers and their combined caseload. S/he meets with the cooperating teachers weekly, as a group, for one afternoon to plan curriculum goals and activities for the educational unit;* to collect, critique, log and file weekly activities, attendance and administrative reports; and to supervise and monitor reporting systems. The master teacher also serves as a de facto staff trainer for home teachers, and the weekly staff meetings--an essential feature--function as inservice training for all staff. Occasionally, the master teacher accompanies home teachers on home visits for monitoring purposes or to help solve a specific problem.

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*Routine planning of curriculum activities is handled by the home teachers themselves. In the case of an inexperienced home teacher, the master teacher might use part of this meeting to review that teacher's activity charts and make suggestions. Weekly staff meetings are also used for cooperative planning of teaching strategies in problem situations.

Both professional teachers and paraprofessionals (special education aides with three years' experience in working with young children or a combination of college and years of experience to make up three years' credit) serve as home teachers, as Portage has found that a teacher's interest and motivation, commitment to the Portage approach, and desire and ability to work with parents as well as children are as important to success as educational qualifications. One Portage Project study showed that, under the supervision of an effective master teacher who holds good weekly inservice training sessions, trained paraprofessionals who do not have in-depth theoretical backgrounds can be just as effective as professionals in teaching specific behaviors (Schortinghuis and Frohman, 1974).

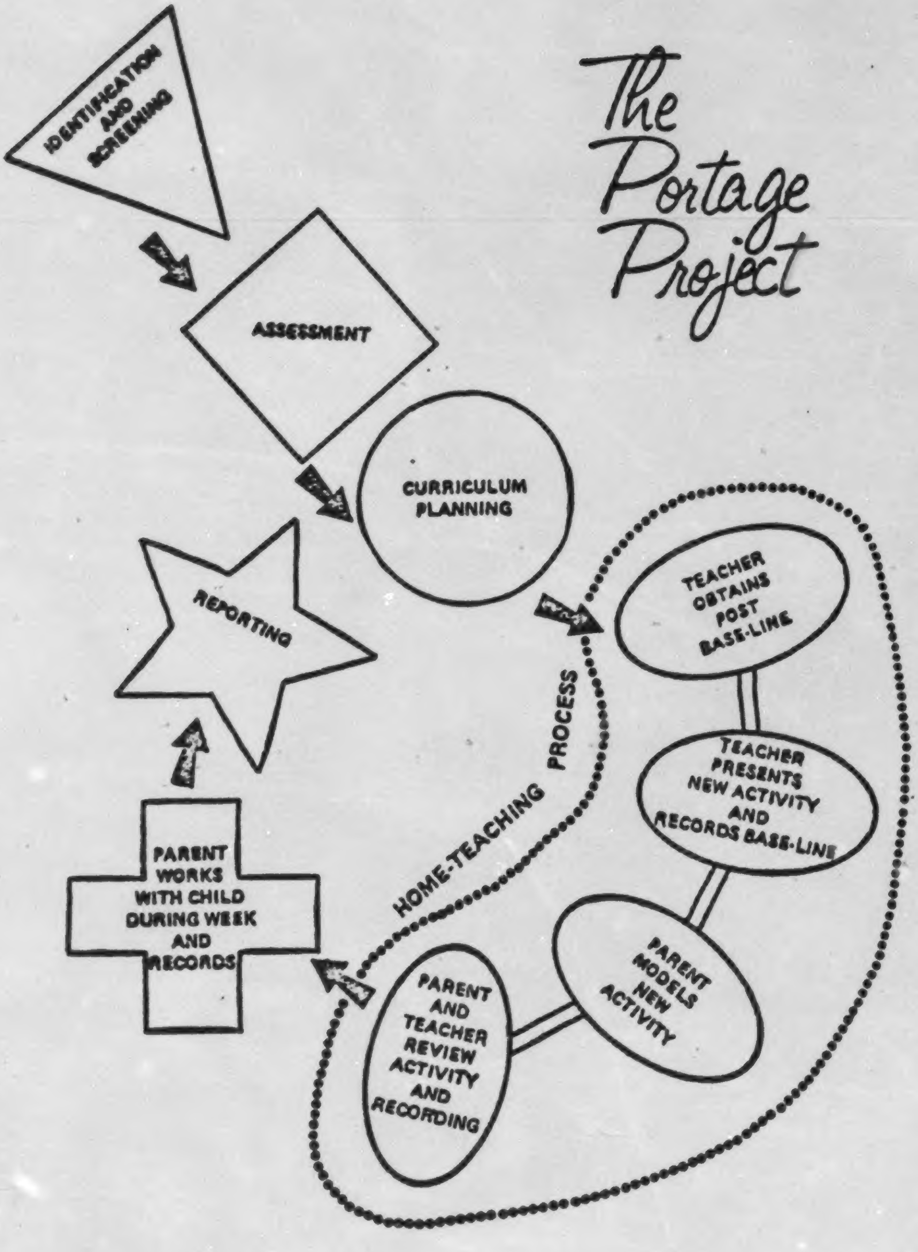
While Portage does not employ resource personnel such as occupational and physical therapists, speech therapists and psychologists as project staff, these personnel are (and should be) available to the teaching staff for consultation and assistance in assessment and curriculum planning. Selected resource personnel occasionally attend weekly staff meetings or accompany a teacher on a home visit to address specific problems or special needs.

3.2.3 Program Process

A schematic representation of the Portage Project Home Teaching Approach components appears in Figure 3.1.

Following assignment of a child to the Portage Project, the next step in the Home Teaching process is the initial assessment of the child's strengths and weaknesses through the administration of a formal assessment instrument. As currently implemented, the home teacher administers the Alpern/Boll Developmental Profile during the first home visit. Data from this profile are used to measure child gains over time and child progress compared to the norming population and to provide a general indication of what the child knows and what he needs to be taught. This formal assessment followed by an initial curriculum assessment through the administration of the PGEE checklist is described in Section 3.2.2. On the basis of assessment information, the home teacher, with the parents' help, can develop a long-term individual educational plan for the child. Having determined from the developmental checklist the child's current level of functioning, the

Figure 3.1



The Portage Project
IDENTIFICATION AND SCREENING
ASSESSMENT
CURRICULUM PLANNING
REPORTING
PARENT WORKS WITH CHILD DURING WEEK AND RECORDS
HOME-TEACHING PROCESS
TEACHER OBTAINS POST BASE-LINE
TEACHER PRESENTS NEW ACTIVITY AND RECORDS BASE-LINE
PARENT MODELS NEW ACTIVITY
PARENT AND TEACHER REVIEW ACTIVITY AND RECORDING

home teacher prescribes logical learning activities for the parent to teach during the coming week. This is the beginning of curriculum planning.

Before the home visit, the home teacher prepares an activity chart for each activity to be taught, specifying the date of the prescription; a precise behavioral statement of the behavior or skill to be taught; a detailed description of the procedures to be used in teaching the behavior, including materials needed, what to do, how much and what kind of aid to give the child, how to reinforce the child, how often to practice and what to record; and a graph on which to record daily progress. A sample activity chart appears in Figure 3.2. To implement the Home Teaching process the home teacher follows several steps:

(1) The home teacher presents each new activity to the child and records baseline data, that is, the child's initial performance on the task. The home teacher then modifies the activity if necessary so that it can be achieved by the child during a one-week period, insuring success for both child and parent. If the child does not appear to have the necessary prerequisite skills to perform an activity, the activity is broken down further to teach a more basic level of skill development. If, on the other hand, the child can already perform the activity with the required degree of success, the activity is modified to teach the next higher skill level. In all cases, the goal is to leave in the home prescriptions which can be achieved in one week.

(2) The home teacher models the activity for the parent, implementing each newly prescribed activity with the child while the parent watches and makes the first recording of child performance to serve as the baseline against which to measure progress.

(3) The parent then models the activity back to the home teacher. The parent reads the instructions on the activity chart to make sure s/he understands them, and then implements the activity with the child the prescribed number of times, recording her/his performance. The home teacher observes and corrects or assists the parent as necessary until the parent can perform the teaching activity correctly.

(4) The home teacher and the parent then review all the prescribed activities and recording procedures together, and the home teacher answers any final questions the parent may have.

Figure 3.2

Example of complete activity chart

ACTIVITY CHART

CREDIT: ____ yes ____ no

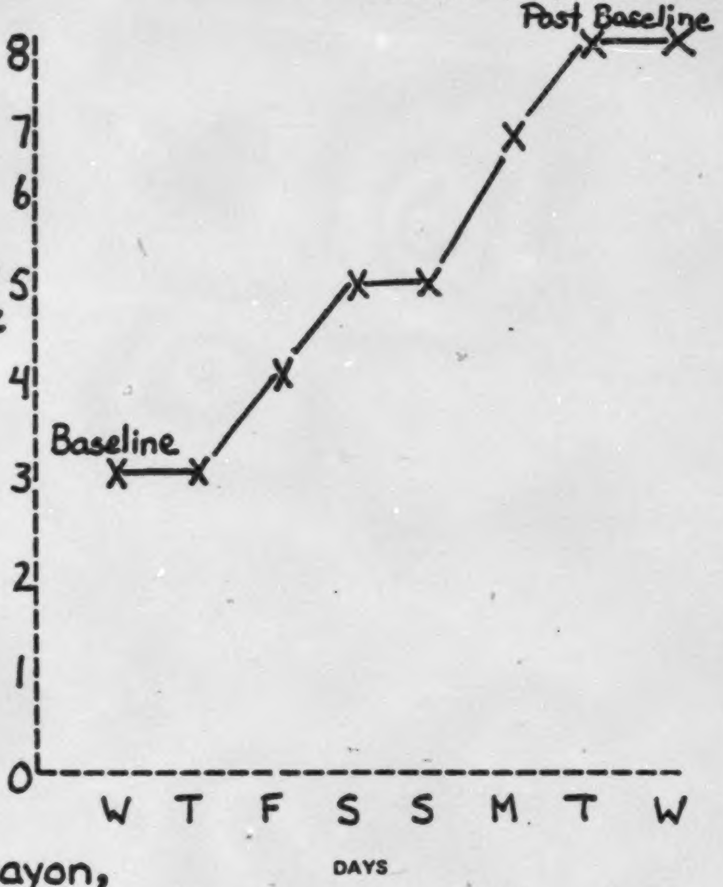
Child's Name Lonny

Home Teacher's Name Susan

Week of December 10

BEHAVIOR: Lonny will grasp a large crayon and while holding it correctly will trace over a horizontal line.
8 trials/day

NUMBER OF: times Lonny traces over line holding crayon correctly.



DIRECTIONS:
Use a large sheet of paper and with a crayon, make a line across the paper. Tell Lonny to watch you – using a crayon of another color trace over the line in one continuous movement. Then give Lonny the crayon and tell him it's his turn. Praise him as he traces and clap your hands when he finishes. If he has difficulty put your hand over his to guide him – praise, but only clap and record success if he traces over the line without your help.

The Portage Project

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The parent is expected to practice these activities with the child every day and record the child's progress on her/his activity charts. When the home teacher returns to the home the following week, s/he will discuss the past week's activities and go over the activity charts with the parent. Then the home teacher will implement each activity once more with the child and obtain post-baseline data to determine the extent to which the child has learned the behavior as prescribed. If there is a discrepancy between child success as recorded by the parent on the activity chart and the teacher's post-baseline data, the teacher can review the activity with the parent to determine why--it may be that the parent was presenting the activity incorrectly, with too much or not enough assistance, or giving hidden clues, or the parent may be recording incorrectly. Credit is given for those activities which have been learned, and prescriptions are modified for those which have not in order that they may be achieved during the following week. These steps--recording post-baseline, presenting new activities and recording baseline, modeling the new activity, and reviewing activities and recording--form a cycle which is repeated weekly.

The home teacher engages in a variety of other activities during the home visit besides those dealing directly with prescribed activities for the child. These may include review of previously mastered skills, checking the child's readiness for activities to be prescribed in the future, art or music activities, socialization and finger plays and group activities involving other siblings in the home. In addition, the home teacher works directly with the parent on topics of parental and family concern and on parent education (described in more detail below) and information sharing on all components of the model. Note, however, that the home teacher is concerned with education: If the parent raises a concern which is more properly dealt with by a social worker, counselor, psychologist, etc., it is the home teacher's responsibiity to inform the parent of the appropriate existing community resources. The option to contact these resources is left with the parents.

The activities described above illustrate the Home Teaching Process which is implemented using the Precision Teaching Method, an operant conditioning model of instruction. The five steps of precision teaching are:

1. Pinpoint the behavior to be taught.
2. Record the child's current level of functioning.
3. Consequate the behavior.
4. Record the child's level of functioning after a period of intervention.
5. If not successful, try again.

Behaviors to be taught are stated as behavioral objectives in terms that are observable, measurable, and specific. A typical behavioral objective is of the form:

WHO (child or parent)

WILL DO WHAT (the specific behavior to be demonstrated and counted)

UNDER WHAT CONDITIONS (the amount and type of aid given)

TO WHAT DEGREE OF SUCCESS (how many times must it occur to consider it learned, given the number of times the activity is presented).

Two examples of behavioral objectives are:

Johnny will complete a six-piece "duck" puzzle with trial and error four out of four times.

Mary will walk up four stairs, alternating feet with one hand on the hand rail, upon request, four out of four times.

Recording the child's performance on the behavior to be taught indicates to the home teacher the appropriateness of the task for the child at her/his current level of development. Long-term objectives are task-analyzed into small steps which can be accomplished by the child in one week.

All teaching behavior is aimed at helping the child succeed and reinforcing her/him for success. In addition to breaking down learning goals into small, managable teaching objectives, the Portage approach makes use of varying amounts and types of aid (modeling, physical, verbal and visual aid) which are gradually decreased and withdrawn as the child progresses. The teacher trains the parent in child behavior management techniques, including appropriate correction procedures and positive reinforcement.

3.2.4 Sponsor-Acceptable Outcome Measures

Achievement of two of Portage Project's subgoals--that the child will successfully master each prescription in one week's time, and that the parent or surrogate will work with the child and record progress daily--are measured directly through the recordkeeping process outlined below. Portage uses data such as percent of prescriptions achieved and percent of parents who teach and record daily activities as one overall measure of the success of the program. Other subgoals monitored by means of this recordkeeping system are the child's developmental progress and the planning of an individualized curriculum for each child.

Recordkeeping includes the preparation by the home teacher of a weekly progress report on each child containing a record of the prescriptions left in the home during the past week, progress on or achievement of these prescriptions and prescriptions left for the following week. Records of these prescriptions are also transferred to each child's Behavioral Evaluation Log. (Samples of both these forms are included in Appendix B.) From the Log sheets, which s/he monitors weekly, the master teacher can make judgments about the appropriateness of the curriculum in terms of breadth of scope (covering all developmental areas) and sequencing of objectives. Child developmental progress is indicated by data on achievement of objectives from the Behavioral Evaluation Logs, as well as on the PGEE checklist (updated weekly) and progress on the long-term educational objectives from the child's IEP (monitored monthly).

Parent data collected include parent attitudinal data and comments, the percent of parents who keep Activity Charts up to date by recording child behaviors daily, and the percent of parents who are able to target teaching tasks and write Activity Charts without assistance from the home teacher. For parents involved in the Portage Parent Program, additional data on parent involvement are collected on the Parental Behavior Inventory, an observational scale on which the home teacher records the parent's acquisition of skills related to home teaching process, including how to target appropriate teaching tasks, how to present them, and how to record and assess the child's progress. The behaviors listed range from imitative behaviors in carrying out the home teacher's instructions to independent behaviors which indicate the parent's understanding of child development and curriculum planning, behavior modification and learning theory, etc. and which in general form an index of the parent's ability to function as her/his child's teacher without the support of the home teacher.

Portage also uses standardized instruments to measure the effectiveness of the Portage approach. In the early years of the approach's implementation an experimental study was undertaken to compare the effects of the Portage Project approach and a Head Start classroom program. Randomly selected chldren from the Portage Project and randomly selected children attending local classroom programs for culturally and economically disadvantaged children were administered the Stanford-Binet Intelligence Scale, the Cattell Infant Scale, and the Alpern-Boll Developmental Skills Age Inventory as pre- and posttests, and the Gesell Developmental Schedule as a posttest. Using multiple analysis of covariance to control for IQ, practice effect and age, it was found that Portage Project children made statistically significant greater gains over a nine-month period in IQ, language, academic development, and socialization than the group receiving classroom instruction (Peniston, 1972).

In other early studies of the model's effectiveness, it was found that the children in the Project made gains of approximately 13 months in mental age during an 8 month period as determined by the Alpern-Boll Developmental Profile. Ninety-two percent of the parents made daily recordings on the Activity Charts, and children were successful on 91% of the prescriptions written (Shearer and Shearer, 1972). Similar results have been reported in later years' reports, in addition to which 60% of parents were found to be able to fully plan curriculum and write up activity charts without teacher assistance (Shearer and Shearer, 1974).

Data are collected from the BEH replication sites during the implementation year to assess the effectiveness of the approach in the replication settings. The Alpern-Boll Developmental Profile is administered at the beginning and end of the academic year, and data are collected by the site on number of prescriptions, number of prescriptions achieved, and percentage of parents reporting. Because of funding restrictions, these data are only furnished for one year, and no longer-term information is avalable on program implementation or effects.

While long-term effectiveness of intervention is a Project goal, no formal evaluation data are available. Typically, all data collection on a child ceases when s/he stops receiving services from Portage Project, so that little is known about parent involvement following the withdrawal of home teacher visits, or about the effects of this early intervention on the child's subsequent development. These are areas of research interest for members of the Portage staff, which they would like to pursue should funds become available.

Portage received funding from BEH to investigate the effects of parental involvement in Portage Project on the acquisition, generalization, and maintenance of parental teaching and child management skills. Results indicated that the Portage Approach was effective in changing various parental behaviors through parental participation in the program, and that the addition of the systematic, data-based parent training component (the Portage Parent Program) produced significantly better parental performance along certain behavioral measures, in parental confidence, and in the ability to complete an instructional activity independently than did the Portage approach alone (Boyd and Stauber, 1978).

In addition, several replication sites (Oregon, Minnesota, as well as one English and one Welsh site) have undertaken research on the effectiveness of the Portage approach. A list of research reports is included in the references at the end of the chapter.

3.3 PROGRAM IMPLEMENTATION

Portage has much valuable experience in implementing the Portage approach in diverse settings. With BEH Outreach funding, the Portage approach has been replicated in a number of sites nationwide. Awareness brochures, journal articles and presentations bring inquiries from all over the world, and replication training has been provided in such diverse settings as England, Wales, the Dominican Republic, and Peru. Portage also provides training in Head Start centers which are implementing home-based programs; many have become replication sites.

Two basic characteristics distinguish Portage Project's current implementation experience from the strategies necessary to implement the Portage approach as a FT model: (1) Portage currently serves individuals from 0 to 6 years of age; and (2) current Portage implementation activities (training and technical assistance and monitoring) are limited to a one-year period and a minimum number of site visits because of funding constraints. The discussions in Sections 3.3.1 and 3.3.2 below represent current Portage implementation strategies. Modifications necessary to adapt the Portage approach for implementation in FT are discussed in Section 3.4: Readiness for Implementation.

3.3.1 Implementation Inputs

One important facet of the Portage process is the development of an individualized curriculum plan for each child. Many materials are available to support this process: the Alpern-Boll Developmental Profile has been identified as a reliable screening and assessment instrument which is easily administered even by paraprofessional home teachers. The Portage Guide to Early Education, described above, contains a checklist of behaviors which serve as curriculum objectives in five developmental areas, and are used by the home teacher to pinpoint the child's current level of functioning and to target emerging behaviors as teaching objectives. Cards corresponding to each of the curriculum objectives list teaching techniques and suggestions for presenting each learning task. Forms have been developed for recording progress toward the child's long-term curriculum goals: activity charts are used to record learning prescriptions left in the home and the child's daily progress, and weekly Home Visit Reports and the Behavior Evaluation Log are used both to record and assess weekly child progress and as input for further refinements of the child's Individual Education Plan. A form has also been developed to keep a record of teaching problems addressed during weekly staff meetings, solutions proposed, the alternative selected for implementation, and the resulting degree of success.

A variety of awareness brochures and project dissemination materials have been developed to create general awareness of Portage Project among populations which might be interested in implementing the approach. These materials are distributed free upon request, at conferences, and through mailings to state superintendents, state facilitators, early education specialists, and regional resource centers. The publication of journal articles, conference presentations on the Portage approach and advertisements bring many requests for information; almost all of Portage's replication sites were acquired through this process. Site personnel can also make use of Portage dissemination materials as orientation materials for staff and community members.

Part of initial training is concerned with orientation to the Portage Project and approach, and among other materials, Portage has developed a slide-tape presentation for this purpose. Videotapes have been made of home visits for use in training, and arrangements can be made for visitors to Portage to accompany a home teacher on a home visit.

All of these awareness/orientation activities are primarily geared to agency personnel, teachers who will be implementing the program, and community resource people, with little directed at parents or the community at large; however Portage has found that there is very little initial parent resistance. Since parent comments are almost universally favorable, satisfied parents are a great help in selling the approach to an occasional uncertain new parent. In beginning implementation at a new site, or when adding new families, each parent is contacted by telephone by a home teacher who explains the program and sets up an initial interview in the home. During this interview the program is explained further, the parents' initial cooperation obtained, and screening instruments administered. Occasionally, when a parent has doubts or thinks the program seems like too much work, home teachers resort to a variety of strategies to get parents to participate actively in the Home Teaching process; once the parent experiences success in teaching and observes the child's progress, motivation to work with the child is no longer a problem.

Portage feels very strongly that explicit written technical assistance agreements are necessary to successful implementation, and they require such an agreement of all BEH replication sites The process of writing technical assistance agreements begins with a potential site's initial request for information. Along with whatever information is requested by the site, a descriptive handout is sent which outlines the qualifications of a Portage Project replication site and provides general information about the approach and the replication process. A needs assessment questionnaire is administered to sites which apply to be BEH replication sites. This assessment, usually conducted by phone but occassionally in person, provides information to Portage about site characteristics (funding, administrative structure, services, population, staff, expectations) and needs, and allows them to screen out sites which are unlikely to replicate the approach faithfully or with whom it is unlikely that a good working relationship can be established.

A technical assistance agreement is written between Portage Project and the site outlining responsibilities and time tables for training, data collection, dissemination, cost sharing and other mutually agreed upon factors. (A sample agreement is found in Appendix C.) Portage has found from experience that replication is more successful in sites with which such explicit Technical Assistance Agreements have been written.

Because Portage is a process rather than a curriculum approach, it is naturally the features of the process which are most critical to implementation and least open to modification. Some general features which Portage has identified as critical are listed below:

- There must be a written IEP for each child (the format of which is negotiable).
- Written activity charts must be data-based, that is, specify individual activities targeted as teaching objectives, pre- and post-level data and a record of daily progress.
- Teaching staff must model appropriate teaching techniques for parents, and parents must model them back to the home teachers.
- Teaching staff must meet regulary to discuss problems and successes.
- There must be a system of supervising and observing home teachers and going over teaching records.

Variable features include the specific assessment instrument used, as long as it is standardized and has been normed in such a way as to be relevant to the population with which it is being used, and the specific curriculum with which the approach is implemented, as long as it is developmentally sequenced and can be used to determine behaviorally stated teaching objectives.

Physical Facilities

The physical requirements for the implementation of the Portage approach are minimal. Portage Project occupies offices apart from the central office of their parent organization, CESA 12. These facilites house training staff, administrators, evaluators and support staff for Portage Project's various activities. Monthly training workshops are held in conference space either at Portage headquarters or at the central CESA offices. Home teaching staff and administrators for Portage's direct service component in CESA 12 are housed at CESA 12 headquarters.

Portage does not maintain a demonstration classroom or a lab school, since in most settings the Portage approach is implemented only in the home. The facilities required of most sites, therefore, are also minimal: a room in which to hold weekly staff meetings and a room to store materials and files in which to do paperwork (however, this needs to be a room permanently assigned to home teaching staff).

Staff Requirements

At present all preservice training of site staff (teachers and administrators) is conducted by Portage Project trainers. Each Portage activity (direct service, BEH outreach, Home Start Training Center, Resource Access Program, and the Peruvian project) has a separate staff consisting of a coordinator, trainers, and evaluation, data processing, and support staff. Each unit's staff is responsible to the unit coordinator, and unit coordinators report to the Portage Project Director. Ten trainers are employed full time to serve the BEH and HSTC projects.

A staff trainer must have the same professional qualifications as a master teacher: that is, at least a Bachelor's Degree in Special Education Early Childhood/EEN or Speech and Language and one year's experience in working with young children. All current trainers have had an average of one to three years' experience working as a home teacher using the Portage approach--one year's experience as a Home Teacher is considered a minimum requirement for a trainer--and, in most cases, continue to carry a caseload of at least one child after becoming trainers. New trainers are sometimes recruited directly from the home teachers involved in Portage's direct service component, but this procedure had the effect of pulling the best home teachers out of direct service and is therefore not ideal. Training of new trainers is undertaken by current training staff.

Inservice training is provided in part by the Portage training staff, both in person and through phone and mail consultations, and by the master teacher during weekly staff meetings.

3.3.2 Implementation Process

Portage has developed training strategies to assist a variety of interested groups in implementing some or all aspects of the Portage approach. The two most well-developed strategies are those used for approach replication in BEH outreach sites and for training Head Start staff in the implementation of a home-based approach under the Home Start Training Center (HSTC) operation. The content and methods of training are flexible depending on the background and needs of the trainees and the interests and purposes of the site.

In general, preservice training takes place during an on-site workshop, lasting from three to five days, depending on site needs and funding constraints. A preliminary staff needs assessment form helps to determine the focus of training. Sample training agendas have been developed to include training in all model components. A sample agenda for a Home Start Replication Site appears in Appendix D. Training materials developed, tested and currently used by Portage include training agendas and trainers manuals, lectures supported by transparency presentations on the history of the approach, delivery of model components, and other training topics, slide/tape presentations, and videotapes of actual home visits for training in test (Alpern-Boll) administration and scoring.

A training book, The Portage Guide to Home Teaching, is given to each trainee along with a copy of The Portage Guide to Early Education and written handouts on precision teaching, educational objectives, and task analysis, from which daily reading assignments are made. Many group and individual excercises have been developed for use in training, including idea sharing exercises and role playing on parent involvement issues; practice exercises and worksheets in curriculum planning, identification of behaviors, task analysis, behavioral objectives, activity charts, recordkeeping and home visit planning. In HSTC training, criterion activities are frequently used before and after each training session to measure training effectiveness and to make sure trainees have mastered one topic before proceeding to the next. Samples of all Portage Project recording forms are used for training in reporting procedures. An evaluation is completed by each trainee at the end of the training workshop, and Portage uses a profile of responses in the eighteen training areas covered by this knowledge evaluation to determine areas of strength and weakness in the trainee's understanding of the components of the Portage approach. These areas are then pinpointed for inservice training during Portage's followup visit and by the master teacher during weekly staff meetings. Information from the responses to a the training evaluation questionnaire are also used by Portage to review and revise training techniques. Since these training systems have been used successfully for several years now, most of their components are well refined and have been proven effective.

There are facilities in Portage for individual preservice training sessions to be held there; however, because of funding constraints preservice training is usually held on-site. Training for Home Start is usually held at one of the two demonstration projects in Milwaukee, where children actually enrolled in ther centers are used as examples for training in writing activity charts and planning home visits. When training is held in Milwaukee or Portage it is possible for trainees to see a complete home visit. Training workshops are usually attended by the master teacher(s), cooperating home teachers and administrators (for some or all sessions).

Continuous inservice training is provided by the local master teacher, who may draw on her/his own knowledge and training, that of resource staff, suggestions and comments by Portage staff, and the collective experience of the teachers in her/his educational unit to focus on and solve any problems on a week-to-week basis. HSTC training sites send samples of site paperwork to Portage for review, so that training staff can identify basic problems; paperwork at BEH replication sites is often reviewed at the time of the followup visit. During one or two followup visits to the site, Portage staff observe each home teacher during a home visit, using the Home Visit Assessment Scale to record appropriate teacher behaviors. The trainer discusses the results of the observation individually with each home teacher and discusses their performance with the master teacher, making suggestions concerning components which need work. The master teacher also observes each home teacher once a month during a home visit and has an individual conference with each staff member to disucss overall performance, including the observation of the home visit. Objectives for the coming month are identified, and outcomes on the previous month's objectives discussed. Naturally, areas of common weakness are used as topics for inservice training during weekly staff meetings. For replication sites, Portage staff are available by phone and mail during the implementation year to answer questions and provide additional technical assistance to the site staff as needed. If necessary, an additional "crisis visit" may be made to the site by Portage staff.

3.4 READINESS FOR IMPLEMENTATION

The essence of the Portage approach is the Home Teaching Process, described above, and while Portage has developed its own curriculum guide for preschool children, it is postulated that the Home Teaching Process could be implemented with any developmentally constructed behavioral curriculum. As such, Portage feels that, drawing upon its extensive experience in training parents and teachers to implement the home teaching process, it could easily make the necessary preparations and modifications to provide the Portage Home Teaching Process as a FT approach.

Although the Portage approach was designed for and principally has been implemented in home settings, Portage already serves some children in a combined classroom/home visit program which uses the Portage approach and Precision Teaching in a classroom setting as well as in the home. Portage currently operates five such preschool combination classrooms in CESA 12, with students attending class for four half-days a week and receiving a home visit every week or every other week. The classroom component of this combined approach makes use of the Precision Teaching model of instruction and uses the Portage Guide to Early Education as the basis for individualized instruction in class. The daily regime covers all developmental areas and achieves a balance between small- and large-group instruction and between child- and teacher-directed activities. Classroom personnel (typically one teacher, one aide, and an intern for up to fifteen special education students) are also the home teachers, each having a portion of the class as her/his caseload. The classroom staff meet together weekly for one-half day for inservice staffing and planning activities. At district request, Portage also provides home visit services for some kindergarten children receiving dual services (classroom and home visits) within CESA 12. For these children, Portage home teachers work closely with the kindergarten teachers to coordinate home and classroom activities.

Portage sees these combined- or dual-service programs as a first step toward the modification of the Portage approach for FT. Two issues which remain to be worked out are the coordination of the Home Teaching process with district and classroom curriculum objectives and activities and the logistical aspects of working in a full-day public school classroom.

FT works through the public schools, and Portage staff feel that the curriculum objectives and activities for use in home teaching can and should be drawn from the curricula in use in the classroom (as long as they are behavioral/developmental) rather than using a different "home" curriculum or asking a district to change its classroom materials. Portage also feels that the approach will be most successful with first through third grade children if home teaching activities are coordinated with classroom activities by means of a classroom component such as is implemented in the combined program described above. In order to be implemented as a FT approach, then, Portage needs to develop a means of coordinating home teaching activities with (1) district curriculum objectives and (2) classroom activities.

Since the Portage approach requires behaviorally-stated curriculum objectives, Portage anticipates reviewing typical published first through third grade curricula to determine a) areas of universal curriculum concern at each level, and b) specific curriculum objectives from each curriculum--these data are usually clearly specified in the teachers' manuals accompanying a textbook series. Common curriculum objectives could be translated into behavioral teaching objectives to use as a core for home teaching, to be supplemented with specific classroom-relevant objectives pulled either from the district's curriculum by Portage or from classroom activites under the classroom component activities. Some of the curriculum questions and issues which must be addressed are:

- Whether to develop a behavioral checklist analagous to the PGEE Checklist for initial child assessment and monitoring of child progress. If not, how would initial and ongoing assessment be conducted?
- What standardized instruments are appropriate for initial child assessment and for evaluation of program impact? Are these instruments equally applicable to the different curricula which will be encountered?
- What learning areas will be addressed by the Portage approach? How will social, affective and motor objectives be determined?
- Will there be a centralized file of teaching strategies analagous to the PGEE Card File, or are teaching activities/strategies adequately provided in publishers' materials?

Identification of current district curricula will become part of the site screening process, so that Portage will be able to make any additional adjustments or modifications and prepare training materials and examples prior to beginning training at each site.

The PGEE is currently developed through age six and is appropriate as it stands for use with kindergarten children, with or without the addition of a classroom component.

Developing a strategy for coordinating home teaching activities with classroom activities is the second focus of Portage's FT preparation activities. One possible strategy would be to use home teachers as part-time aides in the classroom (to familiarize them with classroom activities and each child's learning style and needs) and for each classroom teacher to serve as a master teacher for the educational unit represented by her/his classroom, meeting periodically with the home teachers to help plan home visit activities. This, or an alternative classroom coordination component needs to be worked out in detail, addressing, among others, such issues as:

- The role and responsibilities of the home teacher in the classroom.
- The role and responsibilities of the classroom teacher in the Home Teaching Process. As a master teacher s/he should also have a caseload of at least one child. Who will be responsible for planning child home activities? Monitoring activity charts? Recordkeeping?
- Compliance with district/union requirements on such topics as teacher work load, release time for staff meetings and training, and use of paraprofessionals in the classroom.
- Scheduling. Weekly staff meetings, and planning, monitoring and recordkeeping time must be scheduled into the classroom day without overburdening teaching staff. Presumably an acceptable schedule can be devised using the presence of extra personnel in the classroom to free the master teacher for additional responsibilities, but sample schedules should be worked out and tested in advance of implementation. Also, home visits will have to be scheduled around the school day. This will impact the number of home teachers required per classroom, as the home teacher is limited to after-school hours and evenings to make home visits and will not be able to maintain a full caseload of 15. It is possible that home visits could be made every other week with parents who have been in the program for a while and who are making progress. This and other avenues must be explored.

Plans must be developed for ongoing monitoring, both of Portage approach implementation and of child and parent progress. Portage has already identified a number of research issues which might be addressed by a Portage FT approach, and proposals must be developed for data collection and evaluation activities which will be consistent with USOE and district needs and plans.

The FT setting will be sufficiently different from Portage's current replication settings, and the content and process of the Portage FT Model will be sufficiently different from the existing Portage approach, to require revisions in the training process. In particular, some scheduling changes will be needed. Current funding limits Portage presence in a site to one preservice and one or two inservice visits over a one-year period. However, in FT the sponsor's presence will be required over a period of years to insure faithful implementation and indepth training and to allow for sponsor testing. Portage has already mentioned that they would like to increase the length of preservice training and to allow for more inservice workshops and monitoring activities. In addition, multi-year presence in a site would give Portage the opportunity to sequence initial training in the Portage approach followed by later training in the Parent Program. Current Portage replication activities also emphasize institutionalization of the approach in a replication site and training the site to disseminate the approach. A similar, although longer term, plan for site independence will be worked out.

One further issue to be addressed is finding additional Portage personnel to function as trainers. While about 15 Portage staff are experienced trainers, they also already have other responsibilities, and the anticipated crunch of essentially simultaneous preservice training at several FT sites would require additional training staff. Portage therefore needs to develop a plan to meet that need. In addition to the obvious solution of hiring and training more trainers, two other strategies are being discussed: Portage is already in the process of assembling a nationwide network of people with experience in teaching the Portage approach--present and former home teachers and/or trainers--who would be interested in being trained as trainers and participating in training activities on a regional basis. Secondly, Portage would like to consider the possibility of beginning site training before the fall in which a cohort enters kindergarten, perhaps about six months earlier with preschool children, based on a prekindergarten screening. This schedule would also allow for a smoother and gradual implementation, accustoming parents, children and home teachers to the home teaching process before adding the classroom component.

Training materials will need to be revised and extended to include new curriculum content (for grades 1-3, as determined by the district's curriculum) and the classroom component. Training examples and handouts should be relevant both to the older children and to the specific curricula being used. Portage would like to pilot the classroom component in a nearby school, for pretesting and model refinement, as a possible demonstration site, and as a source of videotapes for on-site (i.e., not in Portage) training.

Portage already has experience in site screening and needs assessment which can be extended to include a plan for site orientation and cultural assessment and the negotiation of a replication agreement in which the needs of all parties--students, teachers, parents, administrators and the community at large--can be addressed.

A plan for fourth-grade transition also needs to be developed. Again, Portage has experience to draw on. Through the systematic implementation of the Parent Program, Portage prepares parents to take over the planning and implementation of the child's home lessons without the help of the home teacher. Because the emphasis in the Portage approach is on the parent (rather than the home teacher) teaching the child, and because learning takes place within the home, fourth grade transition is not a big problem for the child. The presence of home teachers in the classroom as aides may have transition implications for both children and teachers which will need to be addressed.

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APPENDIX A

Implementation and Replication Activities

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Implementation and Replication Activities

Portage is currently involved in a variety of implementation and replication activities, including a direct service component, BEH outreach, a Home Start Training Center (HSTC), a Resource Access Program (RAP), and private ventures.

(1) Direct service. The Wisconsin Department of Public Instruction has created 19 administrative districts throughout the state to provide selected education services on a regional basis to the school districts within each administrative unit, or CESA (Cooperative Educational Service Agency). It was under the auspices of CESA 12 that the Portage approach was developed, as an early education program for the handicapped. Nineteen of the twenty-three school districts in CESA 12 contract with the Agency for provision of early education services to their handicapped preschool population. Home-based services have been provided since 1970 directly by Portage which currently serve approximately 250 preschool children with one or more of the following handicapping conditions: mental retardation, physical handicaps, speech and/or language deficits, visual impairments and learning impairments, in varying degrees of severity. Funds for these services are provided jointly by the school districts involved and the State Department of Public Instruction. From this direct service component, Portage has acquired practical experience in coordinating their program with school district screening, planning and reporting requirements and in planning for the transition of target children into the public schools.

In addition, Project provides direct services under subcontract to two Head Start demonstration Centers in Milwaukee, Operation Success and Model T. In 1972 one of these programs, Operation Success, was one of Portage's first replication sites under the BEH Outreach effort described below. A home-based Head Start Center, Operation Success now subcontracts with Portage Project to run its program. The other center, the Model T program, provides three half-days of center-based activities coordinated with biweekly home visits by Portage Project staff--Portage's first attempt at a combined home and classroom program. Services at both centers are provided to a "normal" Head Start population.

(2) BEH Outreach. Under the BEH Outreach effort Portage Project received funds to disseminate their approach. Activities haveincluded awareness presentations and workshops, identification and screening of possible replication sites, and training and technical assistance to the site in the implementation of the Portage approach. Replication sites are chosen by Portage Project from among applicants on the basis of their ability and willingness to replicate all aspects of the approach faithfully and to provide data to Portage Project. Replication services are furnished over a one-year period and may include needs assessment, an intensive four-day preservice workshop, one or two two-day followup visits for monitoring and further trianing, and on-going technical assistance throughout the year by phone or mail, with an additional on-site "crisis" visit if necessary. Over 60 sites have replicated the Portage approach since 1972 in such varied settings as public schools, day care centers, residential programs, ARC programs, Head Start, and one SEA. Replication site serves between 15 and 380 persons: either handicapped children and adults from birth to age 25 (the older ones usually functioning at or below age 6 level), or normal preschool children.

(3) Home Start Training Center (HSTC). Since 1975 Portage Project has run one of six regional Home Start Training Centers, receiving funds thereby to provide technical assistance to any interested Head Start program in their region which is establishing either a home-based or variation-in-center-attendance program. While this technical assistance is not limited to Portage approach techniques, programs frequently elect to implement some or all of the Portage components, and training and technical assistance are provided accordingly. Over 20 Head Start Programs in Region V, Iowa and IMPD (Portage's HSTC Region) have implemented the Portage approach during this time.

(4) Resource Access Program (RAP). Portage Project also runs one of 14 regional Resource Access Programs funded by ACYF nation-wide to provide technical assistance to any Head Start program which serves a handicapped child or children. Portage performs a needs assessment on each Head Start program and assists it in finding resources, both financial and technical, to serve its handicapped population. Training in the Portage approach has been provided where appropriate.

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(5) Other ventures. As a result of its many outreach and awareness activities, including the publication of journal articles, advertisements, mailings, and conference presentations, Portage Project receives numerous requests for information and training from all over the world. The result of one of these inquiries is a current training effort funded by AID to replicate the Portage approach in two sites in Peru. Portage has also provided training and technical assistance to sites in England, Wales and the Dominican Republic which have replicated the approach faithfully and are actively engaged in research on its effects. In addition, the Portage Guide to Early Education has been translated into many languages including French, Spanish, Japanese, Jamaican, Eskimo, Samoan, and Swedish, and interest has been expressed in German and Hebrew translations.

APPENDIX B

Home Visit Materials

PORTAGE PROJECT - MILWAUKEE, HOME START TRAINING CENTER — HOME VISIT REPORT

Child: ______________________ Home Visitor: ______________________

Week# ____ Visit# ____ Length ____ Scheduled Date: __/__/__ Time: ______ Rescheduled Date: __/__/__

Time: __/__/__

Reason for missed or rescheduled visit:

Last Week's Activities:

	Baseline	Post-baseline

Parent Comments:

____
Parents Signature

Home Visitor Comments:

WEEKLY PROGRESS REPORT

Area	Behavioral Objective	Base line	Type	Date Presented or Accomplished Date if accomplished, x if presented											
Rx															
Rx															
Rx															
Rx															
Rx															
		Accomplished Total presented		/	/	/	/	/	/	/	/	/	/	/	/
HVA															
HVA															
HVA															
HVA															
HVA															
HVA															
HVA															
FAMILY ACTIVITIES															
				Cognitive	Language	Motor	Self-Help	Socialization	Medical	Nutrition	Dental	Mental Health	Safety	Social Services	Parent

CHILD'S NAME ______________________

BEHAVIOR LOG

TEACHER'S NAME ______________________

PROGRAM YEAR ______________

DATE ACCOMPLISHED

ACTIVITY	BASE LINE	PARENT INITIATED	DATE PRESCRIBED	SELF-HELP	SOCIAL	LANGUAGE	COGNITIVE	MOTOR	PARENT CHILD/PM *OTHER

*Other Indicate Behavioral Management, Infant Stimulation, etc.

PARENTAL BEHAVIOR INVENTORY

Richard D. Boyd & Kathleen A. Stauber

The PortageProject

FAMILY NAME ______________________________

	0-25%	26-50%	51-75%	76-100%	Comments
TEACHING ANTECEDENTS					
1. Parent removes extraneous, distracting stimuli					
2. Parent commands child's attention before presenting teaching antecedent					
3. Parent provides *brief* explanation or command					
4. Parent's language corresponds to child's receptive language level					
5. Parent models appropriate response to initiate task					
6. Parent provides appropriate visual, verbal, or physical aid when necessary to initiate response					
7. Parent provides additional aid if child becomes frustrated with task					
8. Parent periodically repositions stimulus materials to avoid correct responding to position					
9. Parent makes child aware of contingencies of reinforcement for correct response (i.e., if you do X than you can do Y)					
II. MATERIALS					
1. Parent uses instructional materials as modeled by instructor					
2. Parent chooses appropriate materials given choice by instructor					
3. Parent selects appropriate materials for instructional activity from materials available in home					
4. Parent independently and appropriately selects, presents, and positions materials during instructional activities					
III. TEACHING CONSEQUENTS					
A. Reinforcement in Teaching Tasks					
1. Parent reinforces appropriate behavior					
2. Parent provides immediate reinforcement					
3. Parent provides edible reinforcers *if necessary* to initiate or maintain child's performance					
4. Parent pairs verbal or social reinforcer with tangible or activity reinforcers					

Cooperative Educational Service Agency #12 Portage, Wisconsin

	0-25%	26-50%	51-75%	76-100%	Comments
5. Parent provides verbal reinforcer for appropriate response					
6. Parent provides enthusiastic verbal reinforcer					
7. Parent pairs knowledge of correct results with verbal reinforcer					
8. Parent varies types of reinforcers when appropriate					
9. Parent presents reinforcement contingently: If child does X then parent gives Y					
10. Parent provides consistent reinforcement for new instructional activities					
11. Parent provides intermittent reinforcement for acquired tasks					
12. Parent provides reinforcement for approximations toward target behavior					
B. Correction					
1. Parent allows the child sufficient opportunity to perform task					
2. Parent provides correction if child responds incorrectly					
3. Parent emphasizes correct answer, not incorrect one when providing correction					
4. Parent presents correction in matter-of-fact manner; is neither negative, punitive or reinforcing					
5. Parent avoids *unnecessary* use of "no" or "not" in correction					
6. Parent provides only amount of aid required to evoke correct response					
7. Parent has child practice correct response after correction has been given					
8. Parent reinforces child's correct response even if a correction was given					
C. Expansion					
1. Parent provides occasional expansion a. expands child's utterance to make complete or grammatical b. associates child's utterance with new or familiar information					
IV. CHILD MANAGEMENT					
A. Effective Use of Reinforcement					
1. Parent "catches them being good": reinforces appropriate behavior					
2. Parent avoids adding criticism to praise					
3. Parent consistently reinforces appropriate behavior which is incompatible to behavior to be eliminated					
4. Parent makes child aware of contingencies (i.e., if you do X, then you can do Y) and reinforces contingently					
5. Parent states antecedent and consequent events that are controlling child's appropriate behavior					

	0-25%	26-50%	51-75%	76-100%	Comments
B. Effective Use of Punishment					
1. Parent consistently ignores minor misbehavior					
2. Parent avoids threatening child					
3. Parent responds immediately and consistently to misbehavior that is not to be ignored					
4. Parent selects mild punisher from special methods for misbehavior not to be ignored					
a. parent "times out" self (i.e., withdraws attention from child)					
b. Parent withdraws privileges or reinforcers when the undesirable behavior occurs (response cost)					
c. parent uses *time out* consistently for undesirable behavior					
• parent avoids threats to use time out					
• parent administers time out in a matter-of fact manner, giving a brief explanation and no commercials					
• parent leaves child in time out area for only a short period of time (2-5 minutes) unless child is still behaving inappropriately					
• parent releases child from time out in matter of fact manner					
• parent reinforces incompatible appropriate response					
d. parent uses physical punishment only for misbehaviors that are harmful to the child or others					
• parent tells child not only why he is being punished, but what he needs to do to be reinforced					
• parent immediately and consistently provides firm physical restraint or verbal reprimand whenever the misbehavior occurs					
• parent avoids punishing in anger					
5. Parent states antecedent and consequent events that are controlling child's inappropriate behavior					
V. INSTRUCTIONAL PLANNING					
A. Behavioral Objectives/Task Analysis					
1. Parent and instructor jointly select future goal using *Checklist* for child					
2. Parent chooses appropriate behavioral objective from alternatives presented by instructor					
3. Parent names the four components of behavioral objective					
4. Parent writes behavioral objective, with instructor completing or assisting in task analysis					
5. Parent determines goals for her child using *Checklist* and the child's current performance					
6. Parent completes task analysis of goal, using informal assessment and baseline data					
7. Parent selects behavioral objective for instructional activity from independently completed task analysis					

	0-25%	26-50%	51-75%	76-100%	Comments
B. Directions					
1 Parent selects appropriate reinforcers for instructioinal activity					
2 Parent writes reinforcer to be used					
3 Parent selects type and amount of aid					
4. Parent writes "aid" portion of directions					
5 Parent selects appropriate correction procedure					
6 Parent writes specific correction procedure					
7 Parent selects materials for instructional activity					
8 Parent determines use of materials for instructional activity					
9 Parent writes specific directions for use of materials					
10 Parent determines amount of practice					
11 Parent writes amount of practice					
12 Parent modifies activity on basis of baseline data or daily performance					
C. Recording					
1 Parent records child's daily progress, using system set up by instructor					
2. Parent informs instructor when child masters non-prescribed behaviors, updates child's *Checklist*					
3. Parent records post-baseline on previous activity					
4 Parent decides whether credit should be given on basis of post-baseline and past performance					
5. Parent records baseline on instructional activity					
6. Parent selects recording procedure from alternatives presented by instructor					
7 Parent independently sets up recording system					

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Cooperative Educational Service Agency #12 Portage, Wisconsin

Prescribed Activities

HOME TEACHING PROCESS

Teacher Takes Post Baseline on Previous Weeks Activities

Teacher Presents New Activity, Takes Baseline and Models Teaching Technique

Parent Models Teaching New Activity

Parent and Teacher Review Activity and Recording

Home Visit Activities

Review of Previously Mastered Skills

Check Child Readiness for Activities to be Prescribed in the Future

Art, Science, Music, Socialization, Finger Plays, Snack

Group Activities Involving Other Siblings in the Home

Parental & Family Concerns

Parent Education and Information Sharing in All Component Areas

Discussion of Parental Concerns

Teacher ______________________

Rater ______________________

Date ______________________

HOME VISIT ASSESSMENT SCALE (HVAS)

Portage Project

Activities: #1 ______________________

#2 ______________________

#3 ______________________

PREPARATION

Activity Charts:	#1	#2	#3
1) Completed ahead of time.	+ -	+ -	+ -
2) Written in pencil.	+ -	+ -	+ -
3) Objective stated behaviorally.	+ -	+ -	+ -
4) Directions clear and complete.	+ -	+ -	+ -
5) Recording clear and concise.	+ -	+ -	+ -
6) Activities appropriate for child.	+ -	+ -	+ -
7) Activities appropriately sequenced in relation to previous week's activities and child's development.	+ -	+ -	+ -
8) Time and/or trials for activity appropriate for child.	+ -	+ -	+ -

Materials:	#1	#2	#3
1) Materials needed available.	+ -	+ -	+ -
2) Materials appropriate for task and for child.	+ -	+ -	+ -
3) Materials selected from household objects by teacher.	+ -	+ -	+ -
4) Materials selected from household objects by parent.	+ -	+ -	+ -

IMPLEMENTATION

Home Teaching Process:	#1	#2	#3
1) Teacher takes post-baseline.	+ -	+ -	+ -
2) Teacher take baseline on new activities — models for parent.	+ -	+ -	+ -
3) Parent models for home teacher.	+ -	+ -	+ -
4) Parent and teacher review activities and recording.	+ -	+ -	+ -

General:	#1	#2	#3
1) Activity modified if not acquired at post-baseline.	+ -	+ -	+ -
2) Home teacher provides rationale for each activity.	+ -	+ -	+ -
3) Activity modified if not appropriate at baseline.	+ -	+ -	+ -
4) Home teacher does not provide reinforcement or correction when taking baseline.	+ -	+ -	+ -
5) Home teacher solicits suggestions from parent on activities and/or their implementation.	+ -	+ -	+ -
6) Home teacher praises some aspect of teaching before providing parent with corrective feedback.	+ -	+ -	+ -
7) Parent has practiced recording.	+ -	+ -	+ -

INTERACTION

Teacher — Child	
1) Home teacher has good rapport with child.	+ -
2) Home teacher commands child's attention before presenting task.	+ -
3) Tasks are presented in a positive manner.	+ -
4) Home teacher's instructions are appropriate to child's receptive level.	
5) Home teacher reinforces child's appropriate response.	+ -

Teacher — Parent	
1) Home teacher is task oriented.	+ -
2) Home teacher's language is appropriate to parent's receptive level.	+ -
3) Home teacher's reinforcement does not mask parent's.	+ -
4) Home teacher turns activity over to parent before child tires.	+ -
5) If parent experiences difficulty in teaching, home teacher intervenes with parent, not child.	+ -

APPENDIX C

Sample Technical Assistance Agreement

Sample

TECHNICAL ASSISTANCE AGREEMENTS

Fiscal Year 1 8 - 1979

Portage Project and South Metro Children's Center-- Infant-Preschool Program

Atlanta, Georgia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
GOAL STATEMENT: South Metro Children's Center will demonstrate major components of the Portage Project Model. These include: 1. Weekly home visits to identified children and their families. 2. Individualized curriculum planned and implemented weekly and taught by parent (or substitute). 3. Data collection and recording procedures. 4. Use of the *Portage Guide to Early Education* as a guide to planning. 5. Utilization of the Portage Home Teaching Process. 6. Staff meetings.	The Portage Project will provide training and technical assistance to the staff of South Metro Children's Center based on their needs and requests.	The Portage Project will provide the following training and technical assistance: a. A pre-operational needs assessment and technical assistance if requested. b. An intensive 3½-day pre-service training workshop designed to meet needs of staff. c. At least one follow-up visit. d. An on-call "crisis" visit at the request of the Project coordinator. e. On-going technical assistance throughout the year via phone or mail in areas of dissemination, program planning continuation, etc.	South Metro Children's Cente will be fully operational and functioning independent ly of the Portage Project at the end of June, 1979.
At least 25 preschool handicapped children and their parents (or substitute) will receive weekly home visits utilizing the Portage Model.	1. South Metro Children's Center will be responsible for identifying and recruiting children who meet criteria for service.	1. Identification and referral techniques will be discussed during inservice. Further assistance from Portage staff will be provided if requested.	1. By March 1, 1979 at least 25 children will enrolled in the Projec and will be receiving services from South Met Children's Center.
The Portage Project outreach staff will provide an intensive 3½-day training workshop to approximately 10 staff members of South Metro Children's Center.	2a. The Portage Project will provide one staff member and the necessary materials to conduct the pre-service training.	2. Training will be provided in the following areas: a. Overview of Model b. Rationale c. Identification and referral	2a. Preservice training wil be completed by December 7, 1978.

Fiscal Year 1978 - 1979

TECHNICAL ASSISTANCE AGREEMENT

Portage Project and South Metro Children's Center - Infant-Preschool Program

Atlanta, Georgia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
	2b. South Metro Children's Center will provide staff time for training and the following A-V equipment: a. Kodak carousel projector b. Screen c. Overhead projector d. Chalkboard and eraser e. Cassette taperecorder f. Video equipment	d. Assessment, including training in administration of Alpern-Boll. e. Precision Teaching f. Task Analysis and Behavioral Objectives g. Curriculum planning using the Portage Guide to Early Education. h. Home teaching process i. Working with parents j. Recording and reporting procedures k. Use of community resources	2b. Participants will complete a form evaluating the traini on 12/7/78
Child and staff performance will be monitored weekly.	3a. The Infant-Preschool program Coordinator will log all prescriptions weekly and will provide up-dated information on child progress.	3a. Preservice training will include methods for program monitoring including recording and reporting procedures.	3a. The children will succeed on at least 8 of the prescribed learning tasks.
	3b. Home Teachers and resource staff will meet together weekly to solve problems and share successes.	3b. During preservice, the staff will be provided with the opportunity to practice group problem solving.	3b. Records will be maintained weekly to dete mine effectiveness of group problem solving
Ongoing training and technical assistance will be provided to South Metro Children's Center staff as the program develops.	4a. The Portage Project will provide at least one follow-up visit lasting at least two days. 4b. The Portage Project will be available anytime during the year via phone or mail to provide technical assistance. 4c. The Portage Project will provide one additional on-call "crisis visit" at the request of the project coordinator.	4. During the follow-up visit the Portage staff member will: a. Observe each home teacher on at least one home visit. b. Review Activity Charts and data collection system. c. Provide any technical assistance needed. d. Acquire feedback from staff.	4a. The follow-up visit w be completed by March 16, 1979. 4b. A written report eval uating the Project wi be sent to supervisor by March 30, 1979.

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Fiscal Year 8 - 1979

TECHNICAL ASSISTANCE AGREEMENT

Portage Project and South Metro Children's Center - Infant-Prescho.' Program

Atlanta, Georgia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
5a. The coordinator of South Metro Children's Center will complete a year-end report summarizing the results of the program as well as technical assistance provided.	5. The Portage Project will mail the report to South Metro Children's Center by May 30, 1979.		5. South Metro Children's Center will complete and return the report the Portage Project by June 30, 1979.
5b. South Metro Children's Center will share with the Portage Project any mid or end of the year reports as determined by the Georgia Department of Education.			

PORTAGE PROJECT DIRECTOR: David E. Shearer

DATE: 12/11/78

South Metro Children's Center
Infant-Preschool Program Jayne W. Gornold

DATE: 12/7/78

APPENDIX D

Sample Home Start
Training Workshop Agenda

APPENDIX D

HOME START TRAINING CENTER

Workshop Agenda

DAY I

9:00 - 9:30	Introduction "I wish"
9:30 - 10:45	Preview Weeks Agenda Slide Tape Home Start History and Goals Evaluation Highlights Portage Project Involvement with Head Start Workshop Goals
10:45 - 11:00	BREAK
11:00 - 12:00	Overview of the Portage Model Video Tape of a Home Visit How all components are Delivered within the Portage Model Slide Tape Rationale for Home Teaching Comparison of Home-Based and Center-Based
12:00 - 1:00	LUNCH
1:00 - 2:30	Share Ideas for Involving Parents How to Work with Parents How to Involve Reluctant Parents Parents' Meetings Do's and Don'ts of Home Teaching
2:30 - 3:00	BREAK
2:45 - 3:00	Film: "The Family That Dwelt Apart" Discussion
3:00 - 3:30	Family Assessment Family Assessment Tool Description Log Sheet Work Sheet Use of Community Resources
3:30 - 4:30	Educational Assessment Formal Alpern-Boll Developmental Profile Informal Curriculum Ongoing

ASSIGNMENT: Portage Guide to Home Teaching;
Read Working with Parents and
Assessment Section
Review Alpern-Boll, Read Guide Manual

Workshop Agenda
(continued)

DAY II

9:00 - 9:15	Questions
9:15 - 10:45	Educational Assessment Score Alpern-Boll Developmental Profile and Informal Assessment on Video Tape
10:45 - 11:00	BREAK
11:00 - 12:00	Curriculum Planning
12:00 - 1:00	LUNCH
1:00 - 1:30	Precision Teaching
1:30 - 3:30	Task Analysis
3:30 - 3:45	BREAK
3:45 - 4:30	Behavioral Objectives
	ASSIGNMENT: Portage Guide to Home Teaching Look Over Activity Charts Precision Teaching Article and Educational Objectives Article

DAY III

9:00 - 9:15	Questions
9:15 - 10:00	Behavioral Objectives Worksheet
10:00 - 10:15	BREAK
10:15 - 12:00	Activity Charts Practice Writing Activity Charts
12:00 - 1:00	LUNCH
1:00 - 1:45	Write an Activity Chart on a Transparency
1:45 - 2:15	Prescribed Activities Home Teaching Process Consideration for Presenting a New Activity Home Visit Activities Parental and Family Concerns
2:15 - 3:00	Video Tape
3:00 - 3:15	BREAK
3:15 - 4:00	Reporting Procedures Weekly Progress Report Behavior Evaluation Attendance Report Year-End Report
4:00 - 4:30	Film
	COMPLETE ASSIGNMENT: Portage Guide to Home Teaching Read Home Teaching Process Complete Knowledge Evaluation

Workshop Agenda
(concluded)

DAY III

9:00 - 9:15	Questions
9:15 - 9:45	Staffings
	Informal
	Formal
9:45 - 10:00	BREAK
10:00 - 11:30	Planning a Complete Home Visit
11:30 - 12:00	Complete Knowledge Evaluation
12:00 - 1:00	LUNCH
1:00 - 1:30	Follow-up Plan and Training Evaluation
1:30 - 4:00	Administrative Session
3:45 - 4:30	Supervision of Home Teachers
	Monitoring Records
	Inservice Training
	Materials Selection
	Support Staff
	FAREWELL

CHAPTER 4

Central Institute for the Deaf
Early Education Parent Infant Language Training Program

Sponsor: Central Institute for the Deaf

Contact Person: Dr. Audrey Simmons-Martin

Institutional Affiliation:
Central Institute for the Deaf
818 South Euclid Street
St.Louis, Missouri 63110

Phone: 314-652-3200

4.1 OVERVIEW

The Early Education program at the Central Institute for the Deaf, under the direction of Dr. Audrey Simmons-Martin, addresses the needs of children under six years of age who are language delayed and/or diagnosed or strongly suspected to have hearing impairments.

Although the CID Early Education approach deals with child populations that are not usually considered part of FT's target population, this model is presented for consideration by FT officials if a decision is made to broaden the scope of the FT mandate to include handicapped children and children below kindergarten and primary school age.

Although this program was developed in response to the needs of families with handicapped children, the important areas of concern, such as teaching parents parenting skills, positive parent-child bonding, and the emphasis on total cognitive, conceptual and language (rather than just speech) development, make this program applicable to a broad range of families in which learning and language delays affect children's development of learning skills and achievement in elementary school years. Because the program has focused on work with hearing-impaired children and their families, the remainder of this paper describes the program as it exists and its current work with handicapped children and families.

The primary goals of this early intervention program are to initiate procedures that foster the acquisition of receptive and expressive oral language. The total CID Early Education Program includes two components: the Parent-Infant Program (PIP) and the pre-primary nursery program. PIP serves children from birth through age three who are too young to receive services elsewhere. After three years of age the children and their parents participate in a nursery and preschool program which is designed to foster their social growth and development and prepare the children for mainstreaming into public schools or entrance into other special schools if that is appropriate. The long-range goal of PIP is to help the child to reach the maximum language, cognitive, intellectual, and social development of which s/he is capable. The intermediate aims are for parents to provide the stimulation necessary for that achievement to occur.

At present the approach has been adopted in sites in 32 states and in several other countries. However, this adoption has been primarily in private institutions and university affiliated schools because of the lack of enabling legislation in states which would provide funds to assist with the education of handicapped children from birth until school age. Although a number of states now have such legislation, most still do not have all of the mandated support and administrative systems in place, and are in varying stages of program development.

Early education for hearing-impaired children has been a component of the Central Institute for the Deaf since its founding in 1914, when the school began enrolling children at age three while most other schools were enrolling children at age five or six. PIP was begun in 1958 to provide guidance and training for parents in ways to work with their hearing-impaired infants. In 1965 an old house was developed into a Parent-Infant Demonstration Home, and regular nursery classes were begun for very young children. A home-like setting was considered necessary because parents can be taught methods of teaching their children language in the context in which it is used and how to turn every possible interaction into an opportunity to teach the child the concepts and functions of language as it is used in everyday life.

The CID Parent-Infant Program is based on the premise that the language development of the deaf is delayed rather than abnormal and that without early intervention, severely and profoundly deaf children will not acquire the ability to produce and understand spoken language. A basic premise underlying the PIP approach is that hearing-impaired children need the same kind of interaction with parents and other family members as hearing children, but that they need much more intensive interaction and direct instruction because one of the most important sense modalities through which children acquire information, their hearing, is not available to them.

The PIP approach to early education grows directly out of theoretical and empirical research on normal child development processes (e.g., cognitive development, language acquisition, parent-child interaction and development of communication skills). The scope of this chapter does not permit detailed discussion and explanation of all of the theory and research underlying the CID Early Education approach. Basic references which provide this information are presented at the end of this chapter. The application of this theory and research to the habilitation of language delayed and/or hearing-impaired children is described in numerous publications by the sponsor, Dr. Audrey Simmons-Martin, and her colleagues. These are also included among the references. In addition, a background on hearing loss and a list of assumptions underlying the PIP approach are included in Appendix A.

4.2 THE PROGRAM

The CID Early Education program serves children under six from all racial, ethnic, and socioeconomic backgrounds who are diagnosed as or suspected of having language delays or hearing impairments. On the average, children with marked hearing losses of 55 DB to 70 DB are over 20 months of age before their parents question the hearing, and around 37 months of age before they enroll in the program. Because parents note profound hearing losses earlier, these children are usually enrolled by the time they are 18 months old. CID is prepared to work with parents and children from birth if there is reason to suspect that there may be a hearing loss at that age (e.g., if the child has other visible handicaps, or if the mother was known to have rubella, etc.). The earlier the hearing impairment is diagnosed, and the earlier the intervention program begins, the better the prognosis for the child. The sponsor reports that, if children enter the program early (age three or younger), approximately 75% of those who complete the program are ready for mainstreaming into public school classrooms by the time they are at an age appropriate for the first or second grade.

4.2.1 Program Objectives

In general, the program has two sets of objectives, those for parents and those for children. For parents, the general objectives are:

- to instill positive parent-child bonding;
- to help parents develop superior parenting skills;
- to help parents understand and accept their child's handicap;
- to help the parents understand normal social, cognitive, and linguistic developmental processes;
- to help the parents understand developmental processes in handicapped children and to develop realistic expectations;
- to teach the parents the rationale for and application of teaching skills to use in teaching their own children language; and
- to help parents understand the function, operation, and maintenance of hearing aids.

For children, the general program objectives are to have the child learn through auditory training and lipreading:

- language syntax, meaning and function;
- concepts necessary to understand, cope with, or manipulate her or his environment and other people in it;
- proper speech production; and ultimately
- to prepare children for mainstream education.

4.2.2 Program Inputs

The CID Early Education program is designed for parents, infants from birth to age three and preprimary grade children. The materials for parents include the books and pamphlets that the sponsor has prepared along with videotapes, presentations by speakers, and other reading material that teacher/counselors may suggest to individual parents. All of these materials and the instructions are designed to help parents improve their general parenting skills and to understand normal child developmental processes, hearing, hearing impairments and hearing aids so that they become their own child's teacher, making use of every day occurences in their homes. The home-like physical setting required for the parent-infant program facilitates teaching parents these skills.

The pre-primary nursery/kindergarten classrooms do not require any special materials or activities other than those usually found in a good nursery school. The emphasis in this program is training teachers and parents to use the artifacts and activities as vehicles to teach concepts and language as it is normally used.

Staffing requirements for the two components--the parent-infant program and the preprimary nursery program--differ, so they will be discussed separately.

PIP Staffing Requirements

All teachers trained for work in parent-infant programs must complete or have completed the course work required for certification in Education of the Hearing Impaired (by the Council on Education of the Deaf), or in audiology (by the American Speech and Hearing Association). The sponsor feels that teachers who work with very young children in the Parent-Infant Program should have some experience as teachers of the deaf (1-3 years), or as audiologists or educational audiologists. In addition, it is more important that the teacher/counselors be parents; having had some experience with family life and management they can establish credibility with parents. The sponsor points out that young people, who have just completed undergraduate or graduate courses and who do not have families, have not been successful working in parent-infant programs; the academic training and courses (practicums) do not provide them with the necessary experience and empathy required for dealing with parents or with very young children. For example, the global auditory approach is based on tying language into what children are thinking, so it is very important that the teachers understand young children's cognitive and social capabilities and be able to help parents achieve this understanding.

With regard to formal substantive training, the sponsor requires that teachers have knowledge of the following:

- devlopmental processes in normal children;
- stages of language development and development of communication skills in young children;
- physiology, audiology and acoustics;
- theoretical and empirical research on parenting and parenting skills;
- theoretical and empirical research on the impact of a handicapped child on families;
- knowledge of printed materials on child rearing designed for parents;
- knowledge of the theory, background and practices of the CID parent-infant program;
- published materials dealing with the education of parents of handicapped children;

- knowledge of the research and evaluation of a variety of parent/child intervention programs;
- knowledge of child assessment: physical, cognitive, linguistic and social; and
- knowledge of applied audiology, e.g., understanding hearing aids and what they can and cannot do for the hearing-impaired child.

Teachers preparing to work in the parent-infant program are also evaluated on some personal characteristics, including:

- a basic liking for people;
- an understanding of family life;
- empathy for parents of handicapped children;
- ability to accept parents at whatever level they happen to be;
- capacity for continued growth;
- flexibility; and
- intellectual curiosity.

For the Parent-Infant Program (PIP), the sponsor specifies a ratio of no more than 18 child-family sets per teacher because of the intensive and individualized nature of the training and the necessity of coordinating the PIP training with a number of other services (e.g., medical, family counseling, social welfare agencies, etc.).

The CID pre-primary nursery program includes parents and teachers. In general, they need to meet all of the requirements for the parent-infant program teacher/counsellors described above. In addition, they need knowledge of curriculum and methods used in regular prekindergarten classrooms because they are preparing hearing-impaired children to function in normal primary class settings in public schools or in a special school, if that is necessary.

For the pre-primary nursery school program, the sponsor specifies a staff-child ratio of one teacher for every seven or eight children and the presence of a teacher aide. Teacher aides are parents who spend one or more days a week in the nursery school helping the teacher prepare materials, supervising play activities and doing some teaching. Participation in the nursery school is considered to be an important part of the parents' training.

4.2.3 Program Process

The emphasis in the CID Parent-Infant Program is upon a process. The process is one of total involvement of the parents to help them become effective in their own home with their child. The parents are considered to be the child's primary teachers. As parents, they learn strategies appropriate to their child so that they can assist him or her in learning to listen, to communicate and to learn. Interveners or teacher/counselors are trained to become alert to parents' emotional needs and to relate to them on an individual basis. The primary format for instruction is a home-like environment with the parents, not the children, being the recipients of instruction. Parents participate rather than merely observe. Included as a crucial component of the parent training program are opportunities for group meetings where parents can vent their feelings and exchange information with other parents. In additional meetings parents receive information about the nature of hearing, hearing losses, hearing aids, child development and parenting. When the child is older, parents participate in preschool and/or primary classrooms where they can observe and work with their own child as well as other children. Each of these activities is discussed in more detail below.

Individual Conferences

A natural approach was adopted with infants, since no formal teaching situation is possible. All parents have many opportunities in their homes, moment-by-moment, for shaping language behavior, through everyday activities such as dressing, washing, feeding, playing and cooking. For this reason, the Home Demonstration Center is housed in an old home which has been converted into two modest apartments. The rooms are kitchens, living rooms, bedrooms, baths, playrooms, and an outside yard. There are also washing machines and dryers, refrigerators, cabinets and closets which are appropriately stocked with food and artifacts that would be found in any modest home.

The hearing-impaired child, the parents, other family members (such as siblings and grandparents), or a surrogate parent (such as a babysitter), meet weekly in this setting with the teacher/counselor who is a trained teacher for the deaf. Individual sessions are scheduled for one hour but may last longer. The parent (usually the mother) engages the child in activities comparable to those in their own home. The "intervener" observes, comments, interacts and demonstrates, supplying the parent with the tools to use every opportunity for language input--that is, providing the child with verbal labels for what s/he is thinking, feeling, seeing or doing.

Discussion Groups

About 20 daytime discussion sessions are held for parents throughout the year. The sessions are unstructured open meetings in which parents (usually mothers) express their feelings and share problems and solutions with other parents. These are not therapy or group counseling sessions; parents with serious problems are referred to a family counseling agency.

Evening Information Series

Evening information classes are offered to further parents' understanding of the handicapping conditions. These sessions are didactic and cover topics such as language development, hearing aids, genetics, hearing, and implant research. The speakers include deaf adults, parents of deaf adults, school personnel, child psychologists and researchers. These sessions are followed up during the individual sessions as needed, and are supplemented with printed handouts.

Early Education Nursery Class

Several months into the third year, the individual parent-infant sessions are supplemented by nursery classes (2 hours, 2-3 days per week). These classes are conducted by a teacher of the handicapped with special training in early childhood education. Social and behavioral skills are emphasized in preparation for preschool. Classroom activities provide the children with opportunities for social-communicative interaction paving the way for verbal interaction

Several members of the multidisciplinary team participate in deciding whether a child can benefit from preschool placement and what specific placement represents the "least restrictive" environment for each child. Information collected by various team members, including the parent-infant counselor, the nursery class teacher, and the clinic evaluation staff, is considered. Thus, the most effective way of teaching each child is determined. In addition to class activities, preschool children participate in individual and/or small group sessions for speech and language instruction. Instructional objectives are established as the teacher adapts her instructional procedures to the individual needs of each child.

In the nursery classes connected to the Parent-Infant Program, parents help as observers, teacher aides, and as participating teachers. The purpose of this participation is not to have the parents become teachers, but to help them understand the nature of the classroom tasks and the class situation from their child's viewpoint, so that they can be supportive and help the child sustain growth and development within or outside of the family setting.

Periodic Auditory Evaluation

Evoked Response Audiometry (ERA) and/or play audiometry are used with the infant in the Hearing Clinics either immediately before or shortly after the family's enrollment in the Parent-Infant Program. The teacher/counselor usually participates as a member of the team at that time and in all subsequent evaluations. Audiologic reevaluations continue at regular intervals of 3 to 6 months or more often if needed.

Acoustic Amplification

Decisions about amount and kind of amplification are made only after much consultation between teacher/counselor and audiologist; the former reporting the child's behavior in a variety of home-like settings and the audiologist checking against information gathered in the testing situation. This coordination of observation and test findings should continue throughout the child's enrollment in a Parent-Infant Program.

4.2.4 Sponsor Acceptable Outcome Measures

The CID Parent-Infant Program has objectives for parents and for children which must be measured in different ways.

Measurement of Parent Process

Accomplishment of goals by parents is measured in several ways. Parents are videotaped periodically during their visits to the home demonstration center. The teacher/counselors who interact with the parents continually monitor their progress and provide feedback. The videotapes provide pre and post data for evaluation of parents' and children's progress and program effectiveness. The parents and the teacher/counselors view the videotapes together and discuss what the parent is doing well and areas in which the parent needs to do more work. These videotapes are stored and are available for objective rating and review.

The CID staff and researchers have also developed a parent inventory which can be used to rate the parents' behavior and progress. The inventory is divided into four sections: General Parent-Child Behavior, Speech Perception-Auditory, Speech Perception-Visually, and Development of Language Behavior. This measure is still in the process of being developed. It has been tested and revised but has not yet been standardized or validated.

Measurement of Child Progress

Since the goal of the Parent-Infant Program is the development of oral communication, progress in the child's ability to use and understand spoken language must be specifically demonstrated. The sponsor has pointed out that scales of language development in the normally hearing child are not appropriate for measuring language growth in deaf children. The items in such scales describe behaviors which occur spontaneously in the normally hearing child, and many of the items at the early stages describe auditory responses. These measures are appropriate for measuring language growth in normally hearing children, since they develop language spontaneously, primarily from auditory input. However, these measures are inappropriate for measuring growth in deaf children: 1) because they do not have sufficient residual hearing, even with a hearing aid to learn to understand and use speech without special instruction; and 2) because the acquisition of language skills is slower for deaf children, and the small steps in this developmental process are often not reflected in measures designed for normally hearing children. Because a deaf child will not learn to talk without special instruction, progress is viewed in terms of the child's response to this instruction rather than by developmental milestones which characterize normal development.

Because this approach is a process that is highly individualized and complex, overall evaluation of its success in terms of measures that are commonly used to evaluate the early childhood programs that are traditionally a part of FT is not possible at this time. That is, given the varying nature of children's handicaps, parents' skills as parents and as teachers, and the heterogeneous environments into which children are mainstreamed once they leave the program, each child must be her/his own control. The child language scales, the parent inventory currently being developed, and the videotaped data can and are being used to measure achievement of program objectives. However, these measures are not suitable as large scale evaluation tools, nor have they been standardized and validated to the extent that they could be used to compare the CID approach with other early childhood education programs for very young and handicapped children or for parents. Furthermore, the percentage of children who are placed in mainstream education programs is not a reliable measure because of the sponsor's lack of control over the situation into which the child is mainstreamed. The model's success is measured in terms of individual progress. Videotapes, achievement test and school achievement data on children who have gone through the program are available, but it is difficult at this point to compare the success of one severely hearing-impaired child who entered the program at six months of age and is now in a state university, with another child who had a different kind of problem and has attained a sixth grade reading level at age 19.

The sponsor's language development scale and parent inventory rating scale can measure rates of progress. These, together with the validation study performed for the National Diffusion Network, indicate that the program is successful (1) in achieving its objectives with individual parents and chldren at whatever level they enter the program, and (2) in helping them make statistically significant progress as measured by the sponsor's scales and as measured by later school achievement. However, at this time a considerable amount of test development and research design work will have to be done before this program can be assessed by methods used with traditional early education programs for "normal" advantaged and disadvantaged children.

The Scales of Early Communication Skills (Moog and Geear, 1975) are designed specifically for hearing-impaired children who are just beginning to acquire language skills. They are intended to evaluate speech and language development in hearing-impaired children between the ages of two and eight years. The items describe behaviors which may have to be specifically taught and are not necessarily those which occur spontaneously in the course of normal development.

The Scales of Early Communication Skills are completed by the child's teacher, because a very young child may not exhibit her/his best performance in a one-time, highly structured, adult-child testing situation with an unfamiliar adult. The instrument is divided into Receptive Language Skills and Expressive Language Skills. The items are based on an analysis of the procedures used to teach language at the beginning stages. Because the items in each scale are listed in the expected order of development in hearing-impaired children, the teacher, having described where the child is, can determine where s/he should go next. Therefore, in addition to providing an evaluation of the child's communication skills, it is used to establish realistic teaching objectives for individual children.

Although the program does not stress the teaching of pre-academic or academic skills as a primary goal, students' progress in these areas is measured by standardized IQ tests, achievement tests such as the Stanford Achievement Test (with modified instructions), the Gates McGintie Reading Test for young children, and the American School Achievement Test.

Mainstreaming

The CID staff make recommendations about mainstreaming children when they have reached primary school age, but the parents make the final decisions about their child's future education. One objective of the CID early education program is to train parents so that they will be competent to make these decisions.

The evaluation process is a continual one that involves evaluation of parents' as well as children's progress. If the child has entered the program early, the teacher/counselors and parents are usually aware of the child's potential for mainstreaming by the time the child is two and a half to three years old. The actual decision to recommend mainstreaming is based on several factors, including the following:

- The parents' ability to support the child in a mainstream setting. The data for this decision depends upon the teacher/counselors' records and reports of the parents' progress.

- Evaluation of the receiving schools available to the child. That is, whether the medical audiological and other support services are available in the area, and whether the school and classroom offer small classes with individual attention from teachers, and unrestrictive but relatively structured learning environments.
- The child's speech and language and social-emotional development.

The relative weight placed on each of these factors varies depending upon the individual child, the parents and the receiving schools. If the child is placed in a mainstream education situation, the child's progress and development are monitored continually to ensure that the decision was correct.

If the appropriate support and services are not available in mainstream nursery schools, a recommendation is made to keep the child in the CID program or another similar program until the child is ready for mainstream primary grade education. This recommendation ensures that the child remains in an environment that is conducive to her/his acquiring the learning and coping skills necessary to compete successfully in mainstream educational settings.

4.3 PROGRAM IMPLEMENTATION

4.3.1 Implementation Inputs

CID is a private agency, a member of the Washington University Medical Center, and the Speech and Hearing Department of Washington University. The Institute conducts five major activities: (1) research within the Washington University Medical and Psychological Complex, (2) teacher education in the Speech and Hearing Department of Washington University which is housed at the CID, (3) clinical services which are a part of the practicum base for the Speech and Hearing Department which is housed at the CID, (4) instruction for children within a laboratory school, and (5) the Parent-Infant Program. If the CID Early Education Program were to become a FT model, the St.Louis Central Institute for the Deaf would be the sponsor's home base and the primary demonstration and training site. All of the staff and facilities of the Central Institute would be available as needed to support the FT program service, training and research activities.

As described earlier, a home-like setting is necessary for implementing the parent-infant training component of the approach, but a house or apartment designed specifically for the project is not necessary. Trailers and classrooms in existing school buildings have been set up for this purpose in adopting sites.

The orientation sessions, cultural and other needs assessments, preservice training, inservice training, and training of the trainers would be conducted by Dr. Simmons-Martin and other senior and experienced members of her staff and a project director. A new project director and teaching staff would be needed to replace the current project director of the PIP program (Dr. Audrey Simmons-Martin and her staff) who would assume the key management and training roles for the FT project. In addition, the sponsor would need a full-time director of research activities, at least one half-time position devoted to administration and communications, and other support and ancillary staff, such as secretaries, audiologists and assessment specialists. The sponsor would also require a project director for each site, and on-site trainers who would train and supervise the teachers and teacher/counselors.

The sponsor would require all trainers of trainers to have a minimum of two to three years experience working with the CID Early Education approach. At one time the sponsor tried using staff who had the required academic preparation and less than two years experience, but found this to be unsatisfactory.

CID has been a part of the National Diffusion Network and has conducted dissemination activities which include numerous lectures and presentations by the project director and other members of the professional staff. As part of their dissemination package they have developed printed materials, videotaped demonstrations, and slide shows for parents and teachers of hearing-impaired children, for other professionals, national, state and local administrators, and officials concerned with programs for handicapped children. CID has prepared a catalog of available materials that can be used as part of a familiarization program, as well as for training and dissemination. These materials were developed with assistance from the U.S. Office of Education, BEH, Division of Personnel Preparation.

In 1978, CID sponsored an international conference on parents and young children which focused on current issues related to intervention with parents and their young children with communication disorders. The sponsor points out that the extent of the familiarization and orientation activities depends on the stage of a community's awareness of the needs of the handicapped, and whether state legislation and local communities provide funds and services. In states where there are no special services provided for handicapped children, extensive needs assessments must be conducted, as well as extensive public awareness campaigns. The sponsor feels that it is particularly important to reach members of the medical community because they are aware of children and families in need of special services and because they must be available to provide the support services for programs implemented by state agencies or school systems.

CID would require a written contract with replicating sites to ensure that they (1) attempt faithful replication, (2) send their staff to the St.Louis demonstration site for training, and (3) provide the necessary facilities and services, such as arrangements for auditory testing and hearing aids.

4.3.2 Implementation Process

The sponsor estimates that it would take a maximum of 12 months to have the program fully implemented in sites where there is no existing state legislation providing services for the handicapped. Shorter periods of time would be necessary where appropriate staff, social and medical support services are in place, and where state and local officials and the public are already aware of the needs and the availability of help for handicapped children.

CID believes that community awareness and commitment are extremely important. The sponsor resists extensive ongoing presence in adopting sites. For example, their approximate time schedule and activities are as follows. CID's staff visits a site to present a three or four day orientation session to those who will be directly involved. If the site is interested, key staff come to the demonstration site in St. Louis for a week to observe the program in operation. Then, if the community signs a contract and makes a commitment to the project, teachers are sent to St. Louis for an intensive four week training period. After the training period, the adopting site is encouraged to implement the program in order to gain some practical experience. A month or two after the program is implemented, the sponsor's staff returns to conduct further evaluations and inservice training workshops. Currently, the number of workshops and evaluations are determined by individual community needs and the requirements of the National Diffusion Network, which provided funds for dissemination of the program.

At this time, the sponsor does not have explicit plans for how these activities would be conducted under FT. This is, in part, because FT program officials have not provided any indication of how FT would incorporate a program which is designed for handicapped children from birth through age six. The extent of financial commitment by FT and coordination of FT services and activities with individual states and communities would be worked out during a planning and development period. In general, however, the sponsor believes that communities should adopt the program with institutionalization as a primary goal and be committed to providing services to their own people without overly extensive or prolonged outside involvement.

CID expects that the general global auditory approach and the basic components of the parent-infant program would be adopted. However, the sponsor feels that exact duplication of the St. Louis program is not necessary and that the program should be adapted to suit community needs and life styles. For example, constructing a house or apartment exactly like the demonstration site setting is not necessary. Other sites that have adopted the CID Early Education approach have used trailers, home economics classrooms, teacher's apartments, or specially outfitted classrooms. Adopters from other countries have set up the program in environments that are more suited to their cultures. Likewise, the facilities for videotaping at CID are very sophisticated and expensive to purchase, operate and maintain. Adopters in some replication sites, such as the Toledo, Ohio school district, have set up a television studio; however, the extent of implementation of this component would depend upon the community's willingness and ability to invest in the equipment and staff, or upon the amount of money provided through FT.

Because states and local communities vary widely with regard to the existing legislation and services in place for the handicapped, and with regard to their staffing requirements, plans for the inservice training of staff will also vary somewhat from site to site. The needs of a specific community will be determined by CID's assessment and/or through evaluation of an adopting site's existing programs. All staff must meet the sponsor's basic requirements and receive the training described in Section 4.2.2.

Materials used in preservice education for teachers and others who will participate in the program include readings from the basic list of references at the end of this chapter. Other materials include videotape productions and slide shows that were prepared by the CID with assistance from the Bureau of Education for the Handicapped, Division of Personnel Preparation.

4.4 READINESS FOR IMPLEMENTATION

CID has had extensive experience (1) conducting needs assessments, (2) orientation and familiarization sessions with potential adopting sites, (3) training teachers as part of the professional training program at the Central Institute for the Deaf, (4) conducting preservice and inservice training for adopting sites, and (5) monitoring and evaluating adopting sites. Although the CID Early Education program is primarily service- rather than research-oriented, as an institution, the Central Institute is heavily committed to research and is conducting a number of interdisciplinary research projects. The relatively minor emphasis on basic research as a primary component of the CID Early Education program is due to a lack of funds for staff committed specifically to research. The program has, however, been the focus of a number of research projects by professional academic researchers in psychology, audiology, speech and hearing, and education; and the staff at the Institute have supervised numerous masters and doctoral level theses. Thus, if the approach were to be funded by FT, there are a number of trained researchers already available and familiar with the project who could conduct both basic research and evaluation research with the full support of the Washington University faculty and facilities.

Although the sponsor has supervised adoption of the model in a number of sites, their experience with public school districts or LEAs has been limited because of the lack (until very recently) of enabling legislation which would allow states and LEAs to provide services for handicapped or otherwise disadvantaged children from birth until school age. (School age varies from state to state--sometimes it is defined as preschool, i.e., age three or four; and sometimes it is defined as kindergarten or primary school age.)

Replication of the CID Early Education model in other public school settings will depend upon whether the site is located in a state that has passed legislation enabling or mandating states and/or LEAs to serve handicapped children under school age, the specific requirements of this legislation, and the kind of services and facilities that the state or LEA already has in place. At present, the CID Early Education model has been adopted, or is in the process of being adopted, by LEAs in Ohio, Illinois, Texas, and Pennsylvania. Each of the states and LEAs had different legislative mandates and was at a different stage of developing services for very young handicapped children when they began adoption of the CID Early Education Model.

For example, two LEAs in Pennsylvania are currently adopting the approach. The initial needs assessments conducted by CID staff indicated that, among other things, their preservice and inservice training needs differed. In one LEA, where the program was new and the staff had an extensive background in audiology, the training focus needed to be primarily on the early education and child development aspects of the approach. In the second LEA, the available staff were trained educators, but needed more preservice and inservice training related to audiology, management of hearing impairments, and the CID global auditory approach.

In summary, the sponsor is ready to implement in any sites that are interested in the approach. The sponsor has had experience working with adopting sites at all levels of awareness and sophistication--ranging from no programs at all to those with long-term, well designed programs that are interested in adding new components or upgrading their staff competencies.

As pointed out earlier in this chapter, this approach is not typical of the early education programs that traditionally have been FT models. On the program level, every aspect of replication would be determined by the needs and operating constraints of the sites. Furthermore, the goals, and therefore outcomes, for parents and children are highly individualized. Evaluation and goal attainment will require development of new criteria for assessing this program's success both in terms of its own goals, and in comparison with other similar programs.

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APPENDIX A

Background on Hearing Loss
and
Assumptions Underlying the PIP Early Education Program

Background on Hearing Loss

In order to understand how the Parent-Infant Program works, it is necessary to understand some simple facts about hearing loss and normal hearing. A simple straightforward explanation of hearing and types of hearing losses is presented in the book Chats With Johnny's Parents by Dr. Audrey Simmons-Martin. The following section by no means provides all of the information but is provided to give the reader a context for understanding how and why the PIP processes can work.

Hearing impairment is a condition that can result from damage to or improper functioning of many parts of the ear, disrupting the nature of the message that the brain receives and interprets as meaningful sound or noise. Most hearing-impaired children have some residual hearing in one or both ears. Audiologists test the children continually to provide parents and teachers with information about the frequencies and levels of intensity of sound that the child can hear and help them select a hearing aid that will provide the optimum level of amplification. However, the hearing aid will only make the noise that a child hears louder. It cannot affect the clarity of the speech that the child hears. Some pitches of sound may never be heard, others may be heard only as a dull noise. Auditory training is the process of training the mind to use whatever sound the ear hears. However, even though the speech a child hears is distorted, with enough amplification s/he sill be able to pick up some of the cadence and inflection of speech. The goal of the PIP approach is to help parents teach their children that the particular sounds s/he hears will come to take on meaning and represent to her/him the sounds that people with normal hearing perceive in their primary form. If parents (and others) speak to the child in front of her/him at her/his eye level so that the lip and mouth movements are clear, and speak about things the child wants to talk about, s/he will learn what the sounds mean. This is the way the child learns receptive language.

Speech production is taught through imitation. The parent imitates the child's vocalizations and encourages her/him to imitate the parent's, continually rewarding good vocalizations, but not the bad ones. Because the goal of the approach is to teach normal speech and language in a meaningful context, parents are encouraged to continually expand upon the child's utterances and demonstrate how to say it--the form of speech (phonology and syntax), what to say--the semantics or content, and why to say it--the function of language.

Assumptions Underlying the PIP Early Education Program

Ten basic assumptions on which the PIP Early Education program is predicated are paraphrased below:*

1. There is an ideal--if not critical--time for intellectual growth, and therefore language learning. Psychologists increasingly believe that the experiences of earliest childhood can irreversibly affect intellectual development and language acquisition. Hence, intervention is important so that the hearing-impaired child can be provided experiences necessary for development.

2. Hearing-imparied children, like their hearing siblings, are creatures who are biologically equipped to learn language, and like them need language stimulation. Since their deficit is one that restricts the range of auditory perception, the adults in their environment need to be shown ways to adapt to the deficiency, while at the same time providing the necessary quantity of input.

3. The acquisition of verbal communication is dependent upon the presence of adults who positively encourage the child to talk, to learn to label her/his world, and to respond verbally to the speech of others. Therefore, the adults in the hearing-impaired child's world must provide the model for language and the reward for the child's production.

4. Learning verbal communication proceeds in an orderly way. It is important that parents reinforce the child's efforts at each stage, shaping the child's vocalizations so that s/he learns that some vocal behavior manipulates other people and other behavior doesn't.

5. Parents of hearing-impaired children do not receive as much positive reinforcement from their hearing-impaired children as from hearing children; thus, they need support. Teachers in the home demonstration program should provide support and reinforcement for parents.

6. Babies, whether hearing or deaf, need stimulation--interesting things to be done to them and opportunities to do interesting things that

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*Simmons, A.A. Early childhood education at the Central Institute. Paper presented at A.G. Bell Convention, San Francisco, July 1968.

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produce interesting results. They need to be provided numerous opportunities to learn new skills.

7. It is necessary to assist the parents in establishing a strong positive emotional bond with the child as early as possible, in order to avoid the long-lasting and devastating effects of parental deprivation and to establish a positive climate for learning.

8. The goal of the PIP intervention is not to change the home situation in relation to the family's economic, social or emotional problems, but to focus on areas that are relevant to developing the child's abilities and providing the parents with successful coping strategies.

9. All sensory stimulation is part of environmental stimulation and is as essential to the child as adequate nutrition and care of other physical needs. Therefore, parents need help to seize opportunities to stimulate sense modalities and to recognize the opportunities as such.

10. All sense perception is trained. Just as a child is taught to look, feel and taste, s/he must also be taught to hear. Auditory signals must be made meaningful to the hearing-impaired child; these auditory signals are an integral part of spoken language.

CHAPTER 5

Child, Youth and Family Services
Dual Educational Approach to Learning (DEAL)

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5.1 OVERVIEW

The Dual Educational Approach to Learning (DEAL) is a program developed for the education of handicapped students. The DEAL approach begins with the assumption that no single approach to learning will meet the needs of all teachers, parents, and children. The DEAL program was therefore designed to provide handicapped students with the opportunity for a flexible and balanced educational experience. In contrast to some other programs for the handicapped, the educational philosophy of DEAL is based on developmental rather than behavior modification or remedial educational principles. The sponsor believes that this developmental emphasis makes DEAL effective as a mainstreaming approach and enhances its utility for both the handicapped and non-handicapped student populations.

The sponsor's objectives include basic skills development, the development of self concept, and an active parent participation program. These objectives are attained through the organization of classroom and parent activities.

The program has been implemented since 1970 in the Sophia T. Salvin school, a public school devoted to the education of handicapped students, preschool through sixth grade in Los Angeles. In 1977-78 there were 171 students, both handicapped and non-handicapped, ages 3-12, in 11 classrooms. There were 13 DEAL classrooms with 190 children during the 1978-79 school year. The DEAL program in Salvin is funded by Title VI-C, the Los Angeles school district, and Head Start. The Salvin school is also the center of a replication and training effort which helps to disseminate all or part of the DEAL program. In 1977-78, 233 teachers, parents, and interested persons from Head Start agencies, public school children centers,

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and 12 public and private schools, attended a one-week training session at the school. In addition, a weekly tour was provided for approximately 1,000 persons annually.

5.2 THE PROGRAM

5.2.1 Program Objectives

The objectives of the DEAL program are:

- skills development for handicapped and non-handicapped children including motor, language, reading, math and self-help skills;
- the development of a positive self concept including independence, creativity, communication, and cognitive growth; and
- a parent involvement component to encourage and develop a positive relationship between the home and the school.

5.2.2 Program Inputs

DEAL is designed to utilize the existing basic skills curriculum of the school. Like other programs in Los Angeles, DEAL staff have had to organize their techniques to be flexible across the different basic skills curricula adapted by individual schools.

Because of past problems in dealing with a variety of basic skills curricula in different schools, the school day has been divided into two parts: Formal Instruction Time (FIT) and Option Time (OT). These periods of the day and the specific classroom activities integral to each constitute the major part of the DEAL program. The DEAL approach emphasizes using the elements of the basic skills materials as a resource base in a flexible educational environment during OT.

There is friendly disagreement among DEAL staff about the appropriateness of certain curriculum materials and teaching styles (e.g., DISTAR) for the DEAL program. In general, the staff seem to feel that just about any basic skills curriculum as well as various teaching methods (including behavior modification) can be utilized during FIT. OT is always a team-taught period expanding on these basic skills materials.

Under ideal conditions, the DEAL program would be implemented in two connected classrooms which have access to a large indoor and outdoor area for the development of motor skills. Outdoor space is not essential, however, because an empty room can be utilized when the teachers are team teaching during OT. The program would require a room for parent meetings; this area would also include space for day care facilities for small children. In addition, ideally DEAL requires a materials room and a teacher work room or area for planning OT activities and preparing materials used during OT.

A DEAL classroom includes at least two teachers, teacher aides, and parents. The teacher oversees the instructional program and during OT one teacher acts as the director of activities (the "guidance person"). Aides assist in implementing the teacher program and help during the student assessment periods. The parent volunteers work with small groups of children in the classroom, assisting the teachers during both formal instruction and the option period. Parents also contribute materials to be used in OT, work in the library, and as aides in the operation of the building's System 80 learning machines. The school doctor and speech therapist assess the physical and language needs of the students and occasionally participate in the classroom during OT activities. DEAL staff welcome the opportunity to integrate the health services available through FT into their school program.

A parent coordinator is a necessary additional staff person who establishes the parent group, counsels parents and visits the new pupils' homes (with the teacher) at the time of the school enrollment. During the last seven years, there was a parent coordinator at the Salvin School. This position was eliminated this year because of Proposition 13 budget cuts; there is now a paraprofessional, partially funded by Title I, who is facilitating the parent program. In addition, there is a medical treatment unit social worker who assists in running the parent program.

Out-of-class activities for parents include boy/girl scout groups, classes for parents in Engligh as a Second Language, and discussion workshops on the problems of parenting a handicapped child that include speakers on specific issues (e.g., mental retardation, seizures, cerebral palsy, and hospitalization). As an aid in transition to the Salvin School, the teacher and parent coordinator visit all entering children and their parents at home prior to school entry.

In general, DEAL staff do not think that the level of parent involvement has changed much since the Proposition 13 funding cuts, but the organization of the parent program has suffered because of the lack of a full-time parent coordinator at the school.

The DEAL program requires little specific prior training of the teacher. However, the element of play is an important element of the program (during OT), and teachers who are opposed to such a teaching method would not work out well. In addition, since team teaching is a defining characteristic of OT, this is also a necessary part of the DEAL teacher's motivation, if not part of her/his actual teaching experience.

5.2.3 Program Process

The DEAL classroom day is divided into two components, Formal Instruction Time and Option Time, which are regularly alternated during the classroom day. The length and number of periods are decided by the members of the teaching team.

During Formal Instruction Time, the focus is on meeting the specific basic skills needs of the children, using whatever management system and learning materials the teacher believes will help meet the objectives. FIT activities consist largely of the district-adapted curriculum materials supplemented by reading primers, writing materials, book making activities, math activities and other manipulative materials. Classroom organization is effected through the grouping of children based on skill needs. Instruction is primarily under the control and discretion of the teachers and other adults in the classroom. The DEAL guidebook includes a bibliography of suggested teaching styles which can be used during FIT (see Appendix A).

During Option Time, classrooms are combined and teachers and aides work to build on the regular basic skills curriculum and to promote cooperative interaction of children with diverse abilities and backgrounds. The emphasis is on creative use of open-ended materials, allowing children to operate in many different ways. OT is organized on the basis of student discretion and interests; students choose to work at learning areas in the classroom (usually two classrooms and a large indoor/outdoor enclosed space). One teacher acts as the "guidance person" during OT and oversees all activities. All other adults are responsible for a specific area and activity. These assignments are rotated on a systematic basis, usually from one week to one month depending on the organization of the team. The focus of the learning areas is somewhat constant (art, gardening, dramatic play, manipulative materials, motor skills, etc.) but the specific activity changes. However, one area always contains the "activity of the day" which is changed daily.

OT includes a broad range of activities, e.g., manipulative and motor activities, art, cooking, woodworking, dramatic play, games, painting, gardening, and music. Lists of suggested activities, classroom schedules for FIT and OT, maps of sample classroom organizations, and other training details on the use of OT are included in the Guide to DEAL, a manual on the DEAL program.

Teachers use OT to informally and formally assess children through observation, listening, and a formalized checklist instrument developed by DEAL staff. Although the child is given a choice concerning her/his particular activity during OT, the teachers define the limits of appropriate social behaviors based on considerations of safety, the rights of other students, and care of school and personal property.

5.2.4 Sponsor-Acceptable Outcome Measures

DEAL staff have constructed a "developmental assessment checklist" instrument which measures child progress at prescribed periods during the school year. It is essentially a listing of behavioral indicators of various social and cognitive capabilities and traits including integration into the DEAL program and relation to adult and peer authority, to materials and ideas, and to time. There are also detailed assessment forms of daily behaviors which may be located near each activity area so that behavioral records can be kept on all students working on that activity. In addition to these sponsor-specific measures the DEAL program uses the Los Angeles Public Schools Testing Program and a district-adapted student assessment form (System FORE).

DEAL staff have no philosophical or technical objection to standardized tests. They have not developed affective measures.

5.3 PROGRAM IMPLEMENTATION

5.3.1 Implementation Inputs

The basic skills curriculum used in the DEAL program would be the site-adopted materials. The OT materials are both commercial and constructed using sample lesson guides and classroom schedules contained in the Guide to DEAL.

Few of the other technical details concerning implementation are developed at this point. Agreement forms with the site would have to be written and the methods of teacher selection would have to be worked out. Most of the training materials would be developed from DEAL's current program adapted for on-site use by local personnel.

DEAL staff recognize the need for a demonstration and training center at FT sponsor headquarters. The obvious candidate is the Salvin school where the DEAL program is implemented as a reverse mainstream model. As a FT site, this school could be used as a training site for teachers and specialists from other districts which are interested in adapting the DEAL program as a FT approach. It may be possible to work out some alternative arrangement with the Los Angeles public school system, but the Salvin School seems the to be the most reasonable, simple, and practical choice for a demonstration site.

Well-trained and skilled teachers are necessary for a successful DEAL model. Like other programs for handicapped students, there is a heavy emphasis on diagnostic assessment of the child. These assessments are used to develop activities during the OT period of the class day. This means that teachers must work together well and be able to understand the particular needs of individual pupils. While the adult/pupil ratio is high (approximately 1:5), the DEAL program requires more than simply many adults in the classroom. Perceptive teachers and accurate student assessments are necessary for the model to function effectively. While this is obviously true for any educational program, it plays a crucial role in the DEAL approach bcause of the nature of the target population and the responsibilities of the teacher during OT.

5.3.2 Implementation Process

DEAL staff support a policy of gradual implementation of the DEAL program. Specifically, they suggest a one-year planning period at each FT site in order to conduct a community needs asessment, program orientation for relevant persons, and to set up the educational and health services necessary to a program designed for handicapped students. Even with this orientation and planning year at the district level, CYFS would implement in grades K-1 the first year and move in to upper grades at a later date.

Teacher training in FT sites would follow a pattern already established by DEAL in their current training program. In 1978-79 about 225-300 persons (Head Start and public school teachers, college students, teachers of handicapped children, and Head Start parents) attended a 30-hour workshop on the DEAL model. The training program includes orientation lectures and actual in-class experiences during both FIT and OT at the Salvin school. The trainees also meet with teachers at the school to discuss particular details of the DEAL program and its adaptation to their particular problems or classes. As part of the program, special education teachers receive more training in the use of OT and on principles of early childhood development.

While this experience, and earlier experiences during the implementation at the Salvin school are certainly relevant to the needs of FT, more detailed techniques of pre- and inservice training in a FT setting have not been developed.

5.4. READINESS FOR IMPLEMENTATION

The model DEAL program is implemented in a public school setting which could be used for training FT teachers and on-site sponsor representatives. The sponsor developed and implemented DEAL and is involved in training teachers in the basics of the approach. DEAL supports the concept of a one-year planning period to prepare for FT sponsorship. During this time they would need to develop measures of affective outcomes relevant to their approach, a technology for matching approach requirements with FT sites, and appropriate training procedures for FT teachers and sponsor representatives.

DEAL would need additional desks, a movie projector and videotape machine, another xerox machine, a slide projector, a cassette duplicator, two typewriters and more office space as a FT sponsor. Their personnel requirements would include another clerical aide and an evaluation specialist who would concentrate on the construction of additional evaluation instruments and relevant outcome measures.

DEAL is also interested in the possibilities of implementation as an educational program for mainstreaming in a school for non-handicapped children (in contrast to their reverse mainstreaming approach now in operation). While they see no necessary restriction on the applicability of DEAL to any student population, their funding for implementation has been for the handicapped student. Portions of DEAL are being implemented in 11 of the 13 special education schools serving young handicapped children in the Los Angeles Unified School District, as well as in many Head Start classes and six elementary schools serving non-handicapped and mainstreamed handicapped children. As a FT sponsor, they are interested in implementing versions of the DEAL program for both handicapped and non-handicapped populations. Part of the development year effort might be spent on such work.

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APPENDIX A

Selected Bibliography of Suggested Teaching Styles

APPENIDX A

Selected Bibliography of Suggested Teaching Styles

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CHAPTER 6

Early Recognition Intervention Network (ERIN)

Sponsor:	Peter Hainsworth
Contact Person:	Peter Hainsworth
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Phone:	(617) 329-5529

6.1 OVERVIEW

The Early Recognition Intervention Network (ERIN) is a comprehensive technology for matching the needs of young handicapped students with an appropriate educational environment. ERIN helps teachers integrate such children into mainstream early childhood/primary programs as well as teach more severely handicapped children in special classroom/home-based programs. While it includes specific curriculum components, it is primarily a way of organizing and extending an existing program to be more atuned to the special needs and learning styles of handicapped students. Consequently, ERIN places an emphasis on child and classroom assessment and relevant modes and techniques of observation. Curriculum changes to match the needs of identified children involve general modifications of classroom space/expectations/time periods and materials as well as teaching sequences suitable for individual or small group implementation. A recent focus has been placed on translating ERIN into weekly action units for the teacher which can be used as tools for educating teachers as well as the basis for modifying classroom activities.

ERIN staff are primarily interested in skills development (both academic and social) for handicapped students. Their specific child objectives emphasize child outcomes normally associated with regular compensatory programs. They believe that their model facilitates basic skills development because of the advantages which accrue when child abilities and needs are observed and described such that remedial and special instruction can be formulated appropriate for each child's needs.

ERIN has been in operation since 1965 primarily with handicapped students in Rhode Island public and preschools. It was introduced into 56 school systems in Massachusetts during 1974-76 (K-1) to test its applicability beyond the basic demonstration sites. Fifteen Massachusetts early childhood and kindergarten sites implemented ERIN (pre-K, Head Start) from 1975-78, and current work focuses on participation in the BEH Outreach and Personnel Preparation Projects replication efforts (pre-K to grade 2) in seven Massachusetts sites and site clusters in Puerto Rico and in the following four states: Rhode Island, Connecticut, New Hampshire and Pennsylvania. These efforts have involved a network of community classrooms and programs as well as single classroom implementation. Total involved personnel for the current replication effort include 64 ERIN-trained onsite coordinators and 125 ERIN-trained teachers (both mainstream and special educational instructors).

Like most programs with a heavy emphasis on child and classroom diagnosis, ERIN has concentrated on developing a broad range of assessment and evaluation instruments to be used by teachers and specialists in the classroom. This diagnostic emphasis is generalizable across different curricula. Experience in the field has shown a need to help teachers make connections between observation and teaching sequences and modifications, and ERIN staff are currently working on weekly program units to be left with the teacher and used for demonstration teaching as well as the basis for actual classroom activities.

6.2 The Program

6.2.1 Program Objectives

ERIN child objectives concern development in three skill areas: (1) participation skills which involve the ability to organize onself in the classroom (later called study habits) and social skills such as the ability to share and participate in group activities; (2) information processing skills which include body awareness and control (gross motor), visual-perceptual-motor skills and language skills to cope with what happens in the classroom; and (3) symbolizing skills including language arts and math ability.

The basic premise of the ERIN model is that there are identifiable "gaps" between what goes on in the classroom and what needs to be presented to the student such that maximal learning can result. ERIN is concerned about closing the gaps between needs and the classroom, and to this end much effort is focused on diagnosis of individual needs and the preparation of individualized programs or educational agendas for each child and each objective. The explicit objective in the ERIN model is to "increase the degree of match between educational needs and educational environment." The theoretical premises of ERIN assume that degree of match is positively correlated with academic achievement and conversely, that a low match inhibits the potential for academic achievement.

6.2.2 Program Inputs

ERIN's strategy is to help each teacher adapt the local curriculum and her/his personal teaching style to work with an increasing range of individual differences. ERIN-produced resource materials and guidebooks for each student objective assist this process. The guidebooks include instructions and suggestions for the construction and use of a wide variety of teaching materials as well as other learning activities. The titles of the resource materials are:

- Preschool Screening System (a 15-minute test instrument with norms for ages 2 1/2-6 to screen for special learning needs. Also available in Spanish.)
- Guidebook I: Increasing Classroom Participation Skills
- Guidebook II: Developing Information Processing Skills
- Visual Perceptual Motor Resource Book
- Body Awareness and Control Resource Book (a thirty-week series of group activities for this objective)
- Language Resource Book
- Guidebook III: Following On Into Symbolizing Skills (in process)

Current work in this area consists of formating the whole ERIN model into self-study activity units and modules which are self-contained teaching tools used as both training examples and as the basis for weekly classroom activities. These modules are designed to be left with ERIN teachers and used as part of the regular district curriculum. Eighteen of these units are completed, and plans call for a year-long mainstream or specialized program to be assembled by 1980.

ERIN is not tied to any specific classroom organization. Its recordkeeping forms do, however, provide a method to compare the relative effectiveness of different classroom organizations and teaching strategies by enabling longitudinal records of student progress under different modes of organization. ERIN has been used in both structured and open classroom environments.

Because of funding limitations, ERIN does not maintain sponsor staff on a permanent basis in any of their sites. No additional staff are required in any replication classroom. ERIN trains local personnel ("master coordinators") who act as project directors and staff developers in specific communities or clusters of districts. These coordinators organize training sessions, are in charge of local implementation, and plan the activities of the local ERIN Program. In addition, this person is responsibile for adapting ERIN to the local curriculum and teaching styles.

Since "master coordinators" adapt local curriculum to the ERIN model, it is necessary that they understand the purpose and methods of ERIN. Teachers, however, may utilize ERIN as a step-by-step diagnostic and implementation tool, and their understanding need only include knowledge of weekly ERIN action steps.

The parent component provides a number of options. The general ERIN philosophy of replication relies heavily on local initiative and local diversity, and each ERIN site is expected to develop a parent component which may include parent education programs, parents in the classrooms, parent counseling, parent visits to schools, and parent participation in ERIN workshops. A 10-unit parent involvement booklet developed by ERIN to coordinate with the classroom is available for use (Helping Children Learn Family Participation Skills).

6.2.3 Program Process

ERIN is essentially a set of six components for refining the classroom match between the student's needs and the classroom (or home) learning environment:(1) child screening, (2) child and environment observation, (3) preparation of individualized educational programs, (4) teaching strategies and techniques to attain objectives, (5) a home/school partnership, and (6) a coordinated school program. Thus, it is primarily a technology rather than a new curriculum or set of teaching styles. Training in the appropriate use of ERIN strategies and materials is more crucial to success than a particular teaching philosophy or reading workbook.

The six components of ERIN are designed to be implemented at one of two levels of intensity: (1) supportive mainstreaming, the level appropriate for mildly handicapped children; and (2) intensive individualization for moderately to severely handicapped children. The relevant guidebooks contain suggested activities and teaching strategies appropriate for these two levels of intensity of instruction.

ERIN advocates the use of the same child and environment frameworks in the school and in the home. Parent conference reports are used by parents and teachers to share observations about the child's learning progress and to plan learning activities and environment modifications useful in both settings. A parent handbook, Increasing Family Participation Skills, and a parent program notebook are available to introduce parents to the ERIN approach and to suggest ways in which they can contribute to their child's home learning environment.

6.2.4 Sponsor-Acceptable Outcome Measures

ERIN has used both standardized tests (McCarthy Scale of Children's Abilities, MAT, Preschool Screening System) and, as a part of the ERIN model, systematic observational ranking of students in terms of specified behavioral objectives at many points through the year. While these student rankings serve as child assessments in the ERIN educational technology, they can also act as formative measures of student performance. Consequently, ERIN indicators of achievement include both standardized published tests and sponsor developed criterion-referenced measures intrinsic to the program itself.

Research data is available to show that application of the ERIN process aimed at increasing the match produces significant gains in information processing (Pre-school Screening System), cognitive (McCarthy Scale of Children's Abilities), and achievement (Metropolitan Readiness Tests). This study was reviewed by the Joint Dissemination Review Panel and resulted in ERIN receiving national validation for replication by the National Diffusion Network (USOE).

The ERIN observation instruments which guide program decisions are tied to developmental statements and behaviors. These measures can indicate whether students at various ranking of "educational gap" perform differently or change their performance at a different rate than other students (either non-ERIN or students at a different gap level.)

6.3 PROGRAM IMPLEMENTATION

ERIN's general implementation strategy is best described as one of "pilot application to develop local approach and interest." ERIN currently relies on local interest (often generated by only one or two persons) to become known to the administrative and educational powers which could permit implementation. Consequently, there is a great deal of comraderie between ERIN sites and their local personnel as well as an active communication between sites and ERIN staff located in Massachusetts. One reason for this informal and relatively decentralized structure is funding limits of the past, but ERIN consequently developed an implementation style that encourages local initiative and local adaptations of their procedures. ERIN has developed an implementation philosophy that, while specific and detailed in terms of responsibility, is flexible enough to allow local changes and adaptations. ERIN staff, in fact, expect local variations in the timing and pacing of implementation as a result of site diversity and uniqueness.

6.3.1 Implementation Inputs

As mentioned above, ERIN does not require a formal curriculum. Weekly units of observation/implementation activity are meant to increase the capability of any classroom teacher to respond to the special needs of children. Resource books suggest classroom activities and contain lesson plans as well as classroom organization techniques. ERIN also provides an abundant supply of student and classroom assessment instruments and record-keeping and parental participation forms as well as training films, slides, and video tapes.

ERIN staff have already developed orientation lectures, slide shows and demonstration learning materials to be used in the initial introduction to the program and its requirements. However, most of these materials are currently oriented to local educational administrators and teachers rather than the "community at large," although as a nationally validated program, ERIN is now developing orientation and training materials for a wider audience.

ERIN's agreement form specifies in great detail the responsibilities and expectations of both parties, LEA and ERIN (see Appendix A). It requires the listing of all participating students and the names of all participating students and the names of all local personnel who will act as ERIN coordinators on site. It also makes clear the expense and time requirements for ERIN-sponsored training sessions (both locally and at ERIN headquarters in Massachusetts) as well as a suggested teacher agreement form to be filled out or adapted by participating teachers.

ERIN is not particularly concerned with altering teaching styles or curriculum in so far as they seem to be meeting special needs of the children. The use of their assessment forms and evaluation instruments is a necessary and probably defining aspect of their program.

The ERIN approach is designed to be implemented gradually within the classroom by making simple modifications first, with individualization increasing as needed. In addition, the ERIN program is designed to be implemented at two levels of intensity depending on the needs of the students and the experience of the staff.

ERIN currently operates out of a converted house in Dedham, Massachusetts and has been funded by BEH Title VI-C, VI-G, Title XX and the Massachusetts Division of Special Education. Their full-time staff consists of five core staff members and a consultant pool. It does not appear (given their current large scale efforts) that they would require more space, but perhaps an enlarged sponsor staff. Demonstration classrooms modeling implementation of the program in mainstream and specialized settings are currently available in Massachusetts and three or four other states.

6.3.2 Implementation Process

ERIN has had extensive experience in training teachers and local personnel to act as on-site developers. The initial training in the model currently consists of a summer institute of five days for the local coordinator and key teachers held at ERIN headquarters in Massachusetts. During this workshop, three types of skills are emphasized: (1) observation skills within the classroom, (2) planning skills having to do with the translation of observational data into classroom procedures, and (3) implementation skills having to do with the development of actual classroom activities. This preservice summer institute for coordinators generally combines staff from different ERIN sites into a single training group.

Inservice activities occur at each of the ERIN sites for local teachers; these are offered by ERIN staff and/or the local coordinator.

Site coordinators continue this inservice process on a week-by-week basis as they act as staff developers at the local level.

In the past, participation in ERIN has depended on local initiative and voluntary participation of teachers. It appears that this technique, combined with a detailed and specific ERIN/site agreement form, coupled with written teacher commitment forms has been an effective method of site and participant recruitment. Current involvement in the National Diffusion Network is expanding this recruitment procedure. ERIN maintains close contact with their local coordinators as well as local teachers through correspondence. Not having heavy input into local curriculum and teaching styles permits ERIN to be relatively flexible to local adaptations at the curriculum level. Modification in the sequence, level and pacing of weekly units of ERIN materials does take place on the basis of input from local coordinatorss as well as from pre- and inservice workshops when ERIN staff can interact with the practitioners of the program. ERIN is interested in developing its capacity to induct new sites with different styles.

The ERIN/site agreement form specifies acceptable indicators of the implementation of each of the ERIN components. In addition, this form requires the various implementation forms and assessment instruments on each served child to be returned to ERIN at different times throughout the year. This formalized feedback is used to document and monitor implementation. Where possible, ERIN staff regularly observe site classrooms and assist the local coordinator.

6.4 READINESS FOR IMPLEMENTATION

ERIN has many qualities of current FT approaches. Its staff has implementation experience and has therefore assembled and used training and orientation materials in local school districts. It has complete and well developed sponsor/site agreement procedures and has maintained a presence in some local school districts for many years.

ERIN is working to increase its specification of implementation procedures through developing self-study units and formalizing its training methodology. ERIN needs more work on third grade materials, although the relative unimportance of a specific curriculum makes this a less crucial element than for other approaches more directly linked to specific instructional programs. Additional sponsor staff would probably be necessary to maintain a FT-like implementation.

APPENDIX A

ERIN/ADOPTION AGENCY COMMITMENT FORM

DRAFT

APPENDIX A

ERIN/ADOPTION AGENCY COMMITTMENT FORM

FROM ERIN TO ______________________________

____

We are pleased that your setting is considering adopting the ERIN method to help young children with special needs. We plan to provide you with the following:

-Materials:

-Workshops in our Dedham, MA conference area:

-Consultation/Training days in your setting:

-The cost of these services is as follows:

If you decide to participate in ERIN, please complete and sign this form and return them to me with the following attached forms:

- ERIN Program Projection
- Teacher Intent (one per teacher)
- ERIN Training and Support Plan
- ERIN Evaluation Plan

If we can work with you... I, Dr. Hainsworth of ERIN, will sign this Committment Form and mail you a copy. We look forward to a fruitful collatoration. Please contact me if there are any questions.

* * *

FROM THE ABOVE ______________________________

TO: Dr. Peter K. Hainsworth, ERIN, 376 Bridge Street, Dedham, MA 02026, 617-329-5529

As responsible agent for the above agency (school system), I am submitting this request for assistance in implementing the ERIN method. We understand that ERIN will provide the above listed materials, workshops, and consultations to our setting. On our part, we will provide strong administrative support for the establishment and growth of the ERIN method, as evidenced by the following:

1. Faithful implementation of the ERIN program, including a written and implementated IEP (Individual Education Program), for at least 2 children in each participating teacher's classroom (see attached completed ERIN Program Projection form, Teacher Intent forms filled in by each participating teacher).
2. Active participation in local ERIN training: Local trainers will pair with ERIN staff so that the ERIN program will grow to be self-sustaining in our setting, (specified in attached Training & Support form).
3. Serving as a demonstration setting: As the program is successfully implemented, help others in the region learn about the ERIN method and see how it works first hand.
4. Submitting information on the implementation and effect of the program to ERIN following the attached ERIN Evaluation Plan.

The details of support for the ERIN program by this agency or school system follows:

Person responsible for overall coordination with ERIN is:

______________________________, Title ________________

Our Training and Support and Coordinator(s) plan involves:

- Available time for teachers and coordinator(s) to meet with local support staff weekly (specify amount and logistics)
- time and expenses for local coordinators to attend the 5 day coordinators institute and 2 follow-up coordinators' meetings in Dedham, MA (specify number of people attending)
- time and expenses for teachers and support staff to attend a total of 35 - 40 hours (5 days) of training locally (in the summer and during the year (specify amount and logistics)
- support for ERIN staff training or consultation (specify)
- other in-kind support (specify)

Signed: ______________________________ Date ________________

title ________________ agency ______________________

* * * * * * * * * * * * * *

Accepted by: ____________ __________(for ERIN) date ____________

DRAFT

ERIN PROGRAM PROJECTION

Agency____________________ Completed by____________

Date____________

Classrooms and Teachers	Children
Specify location of classrooms and staff (roles), as much as now possible.	Specify names of children if known, or numbers and types if not known.
1.____________ Staff:	
2.____________ Staff:	
3.____________ Staff:	
4.____________ Staff:	
5.____________ Staff:	
6.____________ Staff:	
7.____________ Staff:	

Children will identify by (Check off)	Comment
- Preschool Screening System	
- Team Evaluation and Individual Ed. Plan	
- Classroom observation by teacher/spec.	

Childrens Learning Needs will be further evaluation by. . .	Comment
- Informal teaching observation	
- Formal Observation	
- ERIN checklists	
- ERIN Classroom observation activities	
- ERIN Devel. Inventory of Learned Skills (DILS)	
- Intensive Observation/Testing	

Type of Classroom IEP to be written	Comment
- Approach IEP	
- Schedule IEP	
- Learning (curriculum) Area IEP	
- 94-142 (766) Specified IEP	
- Other:	

Type of Parent involvement	Comment
- Group Programs	
- Conferences	
- Classroom Observation	
- Home Program	
- Other:	

ERIN EVALUATION PLAN

Agency____Date____________________

MONITORING PROGRAM IMPLEMENTATION	DOCUMENTING PROGRAM EFFECTIVENESS
1. EDUCATIONAL SERVICES	
ERIN Program Implementation Summary and Narrative mailed to ERIN in November and May (E-16a) On each fully served child, mail to ERIN a copy of each of the following as completed: -#17: Observation Summary (initial) -#18: Individual Education Plan as selected -#27: Observation Summary (Final) -#28: End of Year Summary (# refers to unit numbers)	Check the ERIN observation tools to be used pre and post (#17 and 27) to assess child progress: ___Specifying Problems Checklists ___Learning Area Surveys ___Classroom Observation Activities ___Developmental Inventory of Learned Skills If possible, check of list the test that will be used pre and post to yield change data (from developmental ages, or other scaled scores): ___Preschool Screening System Other___
2. STAFF TRAINING	
Log of Module Completion mailed to ERIN by Coordinator in November and May Module Summary and Feedback Sheets (7) from each participating teacher, each mailed to ERIN on completion by the Coordinator. Reports by [illegible] Unit Summary Sheets to be collected by local Coordinator for on-site monitoring.	Self and program evaluation is part of the Module Summary and Feedback Sheets Training Effectiveness Summary (by local Coordinator and/or ERIN staff in November and May)
3. DEMONSTRATION AND DISSEMINATION	
ERIN Demonstration/Dissemination Log (E24) mailed by Coordinator to ERIN in November and May.	
This plan certified by Site Coordinator name____________________ date____________________	This plan reviewed by ERIN staff name____________________ date____________________

DRAFT

ERIN TRAINING AND SUPPORT PLAN

Agency ________________

Date ________________

Completed by ________________

Title ________________

The local ERIN expert(s) will pair with ERIN staff to provide formal training in the ERIN method. These personnel will attend the five day Coordinator Workshop in Dedham, MA, and will help provide the 35-40 hours of local training specified.

Names & Positions	Comments

Who will be responsible for the logistics of the local ERIN Program?

1. Between-visit communication with consulgtants
2. Arranging for consultant's accomodations, etc.
   for meeting space, time, etc.
   for staff/consultant contact
3. Data on program implementation

Who will provide regular support of classroom teachers implementing the ERIN Program?

Teacher	Support Person	Frequency and Type of Contact

nic

TEACHER INTENT LETTER

I, ______________________, in my role as ___________________________ at ___________________________________, hereby express my interest and desire to become part of the ERIN Network, to be trained in the ERIN approach to individualizing for children, and to implement the basic 30-week program with children. I have seen ERIN print materials and have been familiarized with the requirements and philosophy of ERIN involvement. Although I will be able to participate without changing my basic teaching style, I do realize that being a part of ERIN places some additional responsibilities on me in terms of trying new techniques in documenting my services to children and their families.

After completing this program I will receive a certificate of competence in the ERIN method, and may be eligible for college credit at additional cost.

To support me in my involvement I will be receiving 30-40 hours of training. I will be able to attend our local starter institute to be held________________.

In addition I will receive support from my local ERIN "expert"________________ who will______________________________ and from the ERIN facilitator who will also provide me with the basic materials for implementation.

____

Signature

CHAPTER 7

Governor's State University
Bilingual/Bicultural Education Program

Sponsor: Governor's State University

Contact Person: Dr. Vinicio Reyes

Institutional Affiliation: Governor's State University
College of Human Learning and Development
Park Forest, South Illinois 60466

Phone: (312)534-5000

7.1 OVERVIEW

The Governor's State University (GSU) Bilingual/Bicultural Education program is an approach for training teachers and administrators for bilingual/bicultural education. The Governor's State University program incorporates three distinct programs: (1) an M.A. and B.A. degree education program, (2) an administration and supervision certification program, and (3) a pre- and inservice training program. Governor's State University focuses its concern on promoting a bilingual/bicultural competency-based education program that could be implemented by the College of Human Learning and Development. The broad goals of this program are to increase the quantity of bilingual professionals and to enhance the skills of present bilingual educators. Because the current focus on bilingual education has existed only for the last 10 years, the majority of bilingual educators have not had formal training in the field. Many bilingual teachers have been trained as Spanish high school teachers or regular elementary school teachers but are teaching in bilingual classrooms. The program at GSU offers teachers instruction in the philosophy and methodology of bilingual education.

In compliance with Illinois Public Law 72-727 (July, 1976), Governor's State University defines its role of serving the Latin community in terms of program development leading to certification of Latino educators and administrators. Its administrators and faculty have worked closely with the Chicago public school districts and other school districts to provide practicum experience for their students and to assist the school districts in complying with state and local laws requiring bilingual/ bicultural education.

Although the sponsor's program has not been formally implemented as a bilingual/bicultural education approach for children, the philosophy and goals of the professional training programs are closely integrated with the sponsor's ultimate goals of providing a comprehensive bilingual/bicultural education program. The sponsor's position regarding bilingual/bicultural education is that teachers and administrators must be bilingual in Spanish and English in order to implement sound and effective bilingual programs.

7.2 THE PROGRAM

The Governor's State University program incorporates three distinct programs. The M.A. and B.A. Degree Program is designed to award a M.A. or B.A. degree in urban teacher education with a specialized area in bilingual/bicultural education. The Administration and Supervision Certification Program is designed to award the Illinois Certificates in Educational Administration and/or in Educational Supervision and to provide all necessary requirements for Chicago principalship certification within the framework of a bilingual setting. The Professional Development Program is designed to provide pre- and inservice training in consultation with six LEAs adjacent to Governor's State University. Based on needs assessment, the LEAs advise the bilingual faculty at GSU about the needs in the field and identify teachers currently providing direct instruction or ancillary services to non-English speaking children. These professionals are trained, through pre- and inservice workshops, in areas that will enhance the delivery of services to bilingual students.

The pre- and inservice program is based upon the feedback received from the six district representatives. Administrators, coordinators and teachers from the six public school districts involved were asked about the topics that they would like to discuss. The results are categorized according to the six objectives listed below.

7.2.1 Program Objectives

The general objectives of each of the three components of the GSU bilingual/bicultural training program are described below. These objectives are expressed in terms of the competencies to be acquired by the participants in each of the three program areas.

M.A. and B.A. Degree Program in Urban Teacher Education--Emphasis in Bilingual Education

The general program objectives expressed in terms of competency-based requirements for the bilingual teachers are as follows:

The student will be able to:

1) Discuss and highlight current issues in the following areas: philosophy, history, sociology, culture, psychology and legislation of bilingual/bicultural education, and contrast them with the philosophy, etc., of traditional education.
2) Identify, compare and contrast competency-based curricula with traditional curricula and design a competency-based learning module (unit of instruction) within any content area.
3) Diagnose learning needs of a culturally different child, recommend a relevant curriculum, and differentiate between norm-referenced and criterion-referenced assessment instruments to evaluate pupil progress.
4) Analyze human growth and development components as related to the cognitive, affective and psychomotor domains, and apply human development concepts and contemporary theories of learning to the education of children.
5) Identify culturally relevant curriculum and materials and examine, critique, and recommend or adapt commercially prepared materials for teaching Language Arts, Reading, Social Studies, Science and Math in Spanish and English.
6) Identify, compare and contrast different theories and methods of teaching reading in Spanish and English.
7) Select the behavioral objectives in Spanish and English language arts appropriate to different primary school levels, as well as the materials needed to meet those objectives.
8) Formulate and present culturally relevant units and lesson plans with appropriate behavioral objectives, learning activities and criterion-referenced tests for each curricular area.
9) Identify and describe classroom problems amenable to remediation through problem solving techniques and complete a study of a classroom problem including specification of problem, study design, data, instrumentation, and results.
10) Identify, analyze, and contrast in a school community the educational level, housing conditions, public aid, law enforcement, recreation and family structure, and their relation to classroom problems and teacher-community relations.
11) Apply teaching strategies acquired in the GSU bilingual program and implement them in the bilingual classroom.
12) Develop sound language proficiency to a professional level.

Administration and Supervision Certificates Expressed in Terms of Competency Statements

The general program objectives expressed in terms of competency-based requirements for future bilingual administrators and/or supervisors are as follows:

Administration Certificate

The student will be able to apply the competencies listed below to bilingual/multicultural settings:

1) Identify and describe concepts and theories pertinent to individual, group, organizational, and community decision-making, the relationship of such matters as basic research, action research, and technology to decision-making.
2) Identify and describe theories of one-way, two-person, small group, and organizational communication. Special consideration is given to such matters as opinion change, mass communication, and informational communication.
3) Identify and describe theories of the dynamics of change in relation to school settings and communities.
4) Identify and describe bases of personnel satisfaction in the educational context. Special consideration is given to motivation, perception, interpersonal relations, value infusion, and organizational loyalty.
5) Identify and describe organization, finance, and legal bases of education at local, state, and federal levels.

Supervision Certificate

The student will be able to apply the competencies listed below to bilingual/multicultural settings:

1) Discuss curriculum development.
2) Discuss techniques of instructional improvements.
3) Discuss assessment of teacher effectiveness and evaluation of instruction.
4) Discuss school law as applied to pupils' and teachers' rights and obligations.
5) Discuss preparation and administration of an operating budget.
6) Discuss labor relations and collective negotiations.

In the area of human relations skills, the student will be able to apply the competencies listed below to bilingual/multicultural settings:

1) Describe orally or in writing in an identified setting the effects of interactive behavior among individuals and groups.
2) Give and receive feedback.
3) Try a new behavior.
4) Take a risk.
5) Make a process observation.
6) Venture a self-disclosure.
7) Express here-and-now feelings.
8) Learn to avoid mind reading.
9) Act in a group setting as leader, facilitator, initiator, evaluator, and inhibitor.

In the area of life styles and learning, the student will be able to apply the competencies listed below to bilingual/multicultural settings.

1) Identify and describe the relationship between life styles and learning processes.
2) Identify and describe relationships between teaching styles and learning processes, and the role of an administrator in maximizing the learning process among various life styles.

In the area of school-community relations, the student will be able to apply the competencies listed below to bilingual/multicultural settings.

1) Identify and describe an existing school-community relationship.
2) Locate and utilize demographic information in relation to a specific community.
3) Describe changing patterns of school-community relationships such as community control, decentralization, and alternative schools.
4) Describe the relationship of the school-community unit to the broader society.

Professional Development (Pre- and Inservice) Program

The participants will:

1) Identify, develop, and plan viable strategies for cross-cultural understanding and communication among culturally different school children and their parents.
2) Identify, develop, and plan relevant teaching strategies in the content areas which will be educationally beneficial for culturally different children.

3) Identify, peruse, critique, and recommend adequate materials for the bilingual classroom.

4) Develop self-designed individualized reading activities in first and second language acquisition for Spanish-dominant children.

5) Identify and discuss changes and innovations in urban schools in bilingual education.

6) Identify and analyze designs in bilingual education and variables that promote efficient coordination between bilingual teachers, monolingual teachers, principals, and communities.

7.2.2 Program Inputs

Staff presently on the GSU faculty and those who will be recruited must have competence in the various academic areas that are covered in the bacis elementary, secondary, and college curricula (e.g. math, science, sociology, history, psychology, education), and in addition must have some experience or training in the following areas:

1. teaching experiences in bilingual/bicultural education program;
2. evaluating bilingual education program or ESL components of bilingual programs;
3. administration, coordination, supervision or experience in bilingual education programs for children of limited English proficiency;
4. second and first language acquisition;
5. training or counseling students to work in bilingual education settings; and
6. ability to demonstrate knowledge of the target culture and history.

7.2.3 Program Process

Students are required to possess fluency and literacy in both English and Spanish before they are accepted into the program. Proficiency in speaking, reading, and writing Spanish and English are program requirements for several reasons. GSU is an upper division university, consequently, the undergraduate students spend only their last two years on campus which is not long enough to acquire competencies in two languages in addition to acquiring the required competencies for the B.A. degree. In the case of graduate students there is less time spent on campus. One of the primary objectives of the bilingual/bicultural Education program at GSU is to provide educational personnel with competencies necessary to teach subject area material to children through Spanish and/or English. This can only be done if the GSU student is already bilingual.

Throughout program implementation, the commonly accepted principle that will be followed is that a given language must be used to be maintained. Therefore, the bilingual students and staff will utilize both Spanish and English in instructing, advising, and communicating, during all activities related to the bilingual program.

Plans are underway to provide special tutorial services for the bilingual students who might need to improve some aspect of their communication skills in English or Spanish.

Field experience is required for participants in each of the three program components. Undergraduate students visit and observe good teaching strategies in successful bilingual programs throughout the districts. In addition, later in their coursework sequence, undergraduates participate in a practicum which is divided into two eight week sessions. The first session consists of one day a week in the field, during which the students observe and assess the needs of bilingual pupils, administer diagnostic tests and evaluate the pupils' needs. During these eight weeks, the students develop curriculum materials which are implemented during the second eight weeks under the direction of associated classroom teachers and university professors.

Graduate students, who are usually practicing educators, are also given field work which may be carried out in their own classrooms. Both the project director and the assistant director of the GSU program are available to supervise and assist teachers in developing mastery of classroom related competencies.

In addition to the required field work, Administration/Supervision candidates are also required to enroll in a six credit hour practicum in a bilingual-multicultural setting or present evidence of having been involved in a valid business management experience.

7.3 PROGRAM IMPLEMENTATION (proposed)

Governor's State has not yet implemented a pupil-focused program. Currently, the sponsor provides assistance to the six LEAs adjacent to

Governor's State in their implementation of the bilingual models developed by the State of Illinois. Dr. Reyes, director of Governor's State's Bilingual/Bicultural Education program, has proposed an approach for consideration and further development. The approach is described in detail in Dr. Reyes' book Bicultural-Bilingual Education for Latino Students: A Continuous Progress Model, Arno Press, New York, 1978. The following sections contain an overview and summary of some of the main features of the sponsor's proposed bicultural/bilingual education program.

A Proposal for a Continuous Progress, Two-Way Integrated, Maintenance Type, Total, Bicultural/Bilingual Education Approach

In general terms, the Continuous Progress, Two-Way Integrated Maintenance Type Total Bicultural/Bilingual Education Program refers to an approach which:

- allows students to move freely from level to level in a given curriculum content area without restrictions of time, semester, or school years (continuous progress);
- functions as a total school program rather than only a minor part of the existing school program;
- serves English- as well as Spanish-speaking students and uses both languages with both groups;
- is integrated, having a school and grade composition with 50% Spanish-dominant and 50% English-dominant students; and
- maintains and builds understanding and appreciation of both cultures (English and Hispanic) rather than simply preparing Hispanic students for transition into totally English programs.

The proposed approach also provides a means to make English-dominant students bilingual as they experience a second culture. The approach is designed to be flexible and meet the needs of any communities having large enough Spanish-speaking populations to meet the 50% English- and 50% Spanish-dominant goals for the school's ethnic mix.

General Long-Range Goals and Behavioral Objectives

The eight general long-range goals and behavioral objectives associated with the approach are:

GOAL I. DEVELOP A POSITIVE SELF-IMAGE, SELF-CONFIDENCE, AND CULTURAL PRIDE IN THE STUDENT'S NATIVE HERITAGE IN ORDER TO CREATE A PROPER ATMOSPHERE FOR LEARNING.

Objective 1. Through participation in the bicultural/bilingual program the learners will accept bilingualism as part of their background and personality, as demonstrated at home, at school, and at play, and measured by parental and teacher evaluation checklists.

Objective 2. Through participation in the bicultural/bilingual program the learners will demonstrate growth in self-confidence, by accepting, and willingly accomplishing relevant home-school assignments and showing excitement in coming to school, as measured by a self-esteem rating scale and attendance records.

Objective 3. Through participation in the bicultural/bilingual program the learners, being given opportunities to experience success, will develop qualities that lead to success, such as persistence, attention, and curiosity, as determined by a staff-developed checklist.

GOAL II. RECOGNIZE THAT BILINGUAL EDUCATION IS ESSENTIALLY BICULTURAL EDUCATION BECAUSE OF THE INHERENT INSEPARABILITY OF LANGUAGE AND CULTURE.

Objective 1. Through participation in the bicultural/bilingual program the students will gain a greater appreciation of their native culture and that of the country in which they are living, as determined by informal observation by the School-Community committee of student attitudes, such as choice of friends, TV programs, foods, etc.

Objective 2. Through participation in the bicultural/bilingual program the learners will accept differences in the two cultures as part of a much broader spectrum of the world's culture and realize that different does not mean inferior, and sameness is not necessarily advantageous; this will be assessed through interaction with members of other ethnic groups, as noted by staff observation checklists.

GOAL III. INITIATE LEARNING IN THE DOMINANT LANGUAGE OF THE STUDENT SO AS TO BUILD ON WHAT THE STUDENT ALREADY KNOWS.

Objective 1. During the first years of participation in the bicultural/ bilingual program the students will learn to read in their dominant language as measured by a reading comprehension test in the dominant language, developed by the researcher in cooperation with the School-Community Committee under the leadership of the Program Evaluator.

Objective 2. During the first years of participation in the bicultural/ bilingual program, the students will learn mathematics, social studies, and science in their dominant language, as measured by content subject Cirterion Referenced Tests developed by the School-Community Committee under the leadership of the Program Evaluator.

GOAL IV. MAINTAIN AND FURTHER DEVELOP THE DOMINANT LANGUAGE OF THE STUDENT.

Objective 1. Through participation in the bicultural/bilingual program the learners will improve in their ability to recognize and interpret vocabulary in their dominant language, as measured by a Word Knowledge Criterion Referenced Test developed by the School-Community Committee under the leadership of the Program Evaluator.

Objective 2. Through participation in the bicultural/bilingual program the learners will improve the complexity of their reading and comprehension skills in their dominant language, as measured by appropriate Criterion Referenced Tests in that language, developed by the researcher, and the School-Community Committee under the leadership of the Program Evaluator.

Objective 3. Through participation in the bicultural/bilingual program the learners will develop an appreciation of the children's literature of their native country, as measured by their willingness to secure, read and analyze that literature.

GOAL V. DEVELOP A SECOND LANGUAGE TO A HIGH LEVEL OF PROFICIENCY.

Objective 1. During the first year of participation in the bicultural/ bilingual program, the students will learn a second language by means of the audio-lingual, spiral approach, as measured by their frequency and ease in using this language in free conversation.

Objective 2. During the subsequent years of participation in the bicultural/bilingual program, the students will learn the second language by means of the cognitive approach, demonstrated by their ability to read and write the second language, and as measured by Criterion Referenced Tests developed by the School-Community Committee under the leadership of the Program Evaluator.

Objective 3. After completing the Early Childhood Bilingual Readiness Program, the learners will have mastered the basic skills of second language, as demonstrated by their ability to understand, speak, read, and write the language as measured by Criterion Referenced Tests developed by the researcher and the School-Community Committee under the direction of the Program Evaluator.

Objective 4. During the remainder of the participation in the bicultural/bilingual program, the learners will improve and refine their fluency and literacy in the second language as measured by Criterion Referenced Second Language Literacy Tests developed by the School-Community Committee under the leadership of the Program Evaluator.

GOAL VI. USE THE TWO LANGUAGES TO EDUCATE AND INSTRUCT THE STUDENTS IN THE CONTENT SUBJECTS: MATHEMATICS, SCIENCE, SOCIAL STUDIES, ART, MUSIC, HEALTH AND PHYSICAL EDUCATION.

Objective 1. Through participation in the bicultural/bilingual program, after the learners have mastered the second language, they will learn all the content subjects in both languages alternately. Achievement will be measured on each mastery level by Criterion Referenced Tests administered in either language, developed by the researchers and the appropriate School-Community Committee under the leadership of the Program Evaluator.

GOAL VII. THE TWO-WAY MAINTENANCE TYPE BICULTURAL/BILINGUAL PROGRAM TENDS TOWARDS TOTAL INTEGRATION IN A PROGRESSIVE MANNER.

Objective 1. At all levels the learners in the bicultural/bilingual program will participate in joint art and music projects, field trips, cultural activities, and share physical education and recreational facilities. An annual festival will be held at which time projects and activities will be displayed and demonstrated. Video-tapes will be made of these events for public relations purposes.

Objective 2. Beginning with the Elementary Bilingual Program and continuing throughout High School, the Spanish-dominant and English-dominant learners will continue to participate in cultural activities together and will jointly participate in the instruction of the content subjects using both languages alternately as mediums of instruction in progressive time blocks.

Objective 3. The cultural backgrounds of the administrators, teachers, teacher aides, supportive staff, custodial and lunchroom staff will reflect the proportion of cultural backgrounds represented in the student body.

Objective 4. All school personnel will receive a copy of the total plan for the bicultural/bilingual program. Before classes begin, the entire staff will meet to discuss the goals of the program and will participate in inservice workshops and planning sessions. Records of attendance and minutes of the meeting will be kept.

Objective 5. The school staff will meet monthly by units and/or centers to discuss and share instructional objectives, techniques, and results. Records of these meetings will be kept on file in the teacher planning areas. Twice annually joint assemblies will be presented to parents and community members.

GOAL VIII. ENCOURAGE COMMUNITY LEADERS AND PARENTS TO TAKE AN ACTIVE PART IN THE PLANNING, IMPLEMENTATION, AND EVALUATION OF THE BICULTURAL/BILINGUAL SCHOOL.

Objective 1. Parents of students enrolled in the bicultural/bilingual school, and community members and leaders will meet once a month to discuss the current program, innovations, instructional techniques, and materials needed to implement the goals of the school. Attendance and minutes of the meetings will be kept and reported in the on-going Self-Assessment Narrative compiled by the staff. Parents will sign in on a record sheet in the office every time they offer their assistance at the school.

Objective 2. Informal discussion sessions will be conducted monthly by members of the bilingual staff with parents and students to refine the goals of the program in relation to the indivudal needs of the student. The results will be noted in the on-going Self-Assessment Narrative compiled by the staff.

Objective 3. Bilingual staff members and members of the community will cooperatively plan special cultural programs and dinners for various ethnic holidays. The programs for these events will be kept on file in the office of the principal. Video-tapes will be made of these events for public relations purposes.

Objective 4. An Adult Education Program will be organized in which parents can learn ESL, sewing, home economics, child care and rearing, consumer education, etc. These courses will be developed based on need and interest. The syllabus, lesson plans and attendance reports will be kept on file in the office of the principal.

Objective 5. Teachers will be encouraged to visit the homes of their pupils. Parents will be encouraged to visit the school and offer their assistance as volunteers in order to establish a good rapport between the home and school. Upon visiting a home, the teacher will compile a brief anecdotal report as to what transpired during the visit. When parents visit and work in the school, names will be recorded in the guest book. If the purpose of the visit was a conference with the teacher, an anecdotal report will be filed.

The final long-range outcome of the eight goals is stated as follows: Upon completion of the Early Childhood Bilingual Readiness Center, the Elementary Bilingual Center, the Bilingual Middle School, the Bilingual High School, and the mastery of all the designated skill levels, and with the participation of the parents and community members, the learners will be truly bilingual, educated, productive persons ready to go on to higher education in the areas of their choice, such as: academics, business or industry. They will be better ready to compete and succeed in the multicultural, pluralistic society in which they live.

7.3.1 Implementation Inputs

Implementation of the proposed approach requires a self-contained school which will serve children from preschool through high school. The school will be divided into four levels each of which will have a distinct physical location within the school building and each containing multi-age groups. The levels and age groupings are the early childhood bilingual readiness center, ages 5-7, with an optional Home-School Component for four-year-olds and mothers; the elementary bilingual center, ages 8-10; the bilingual middle school, ages 11-13; and the bilingual high school, ages 14-17. Within each unit students will be grouped by ability with reference to language dominance and mastery of skills in content areas. Figure 7-1 shows the ideal proportions of languages used for instruction at each level. Students will be required to pass criterion-referenced tests in reading and mathematics at each level before they are allowed to pass to the next levels.

Teachers recruited for the bilingual/bicultural school will be chosen for personal qualities as well as their individual language, cultural and educational backgrounds. Of foremost concern to the sponsor is a potential teacher's respect for students as individual human beings, and her/his ability to attend to the individual needs of children within the framework of the Continuous Progress philosophy. Secondly, the prospective teacher should have knowledge of and experience in the second culture with which s/he is dealing, and be able to function easily within it.

All teachers recruited will have to become familiar with the curriculum requirements in the particular district in which the bilingual/bicultural school is located, and all teachers will be required to have all of the courses and certification required for their grade levels. For example, teachers in early childhood components of the program should know how to play a musical instrument, and how to conduct learning games and motor skill activities. Teachers at the elementary school levels should know methods of teaching mathematics, science, and social studies in bilingual settings in addition to the education courses and certification required by the state and/or district. In addition, all teachers must demonstrate

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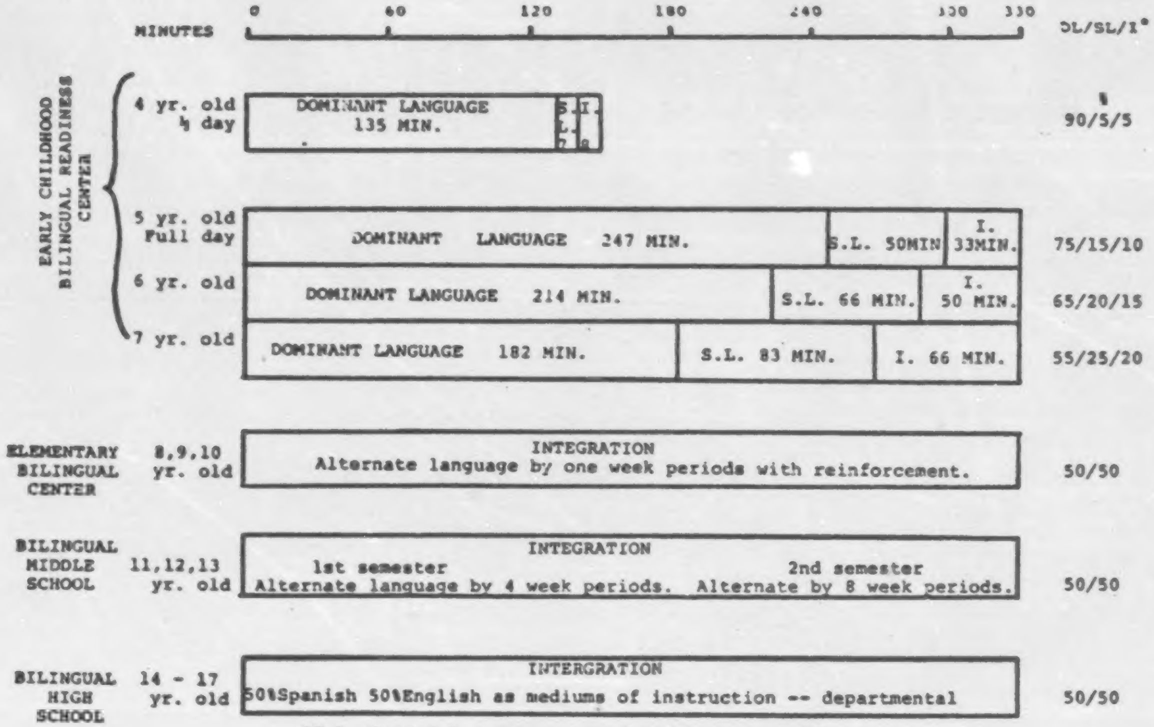
Figure 7.1*

The Continuous Progress of Language Usage in Minutes and Percentages



*S.L.-Second Language I.-Integration D.L.-Dominant Language

*Reproduced from Reyes, V. Bicultural-Bilingual Education for Latino Students, Arno Press, New York, 1978, p. 201.

flexibility in adapting existing curriculum materials in a bicultural/bilingual setting, and must be creative in developing tests and other materials. Continuing professional advancement through reading and participation in formal courses offered by cooperating universities, inservice workshops (which will be given at each school), and conferences are also required. Figure 7-2 shows the sponsor's ideal staffing plan for a bilingual/bicultural school.

7.3.2 Implementation Process

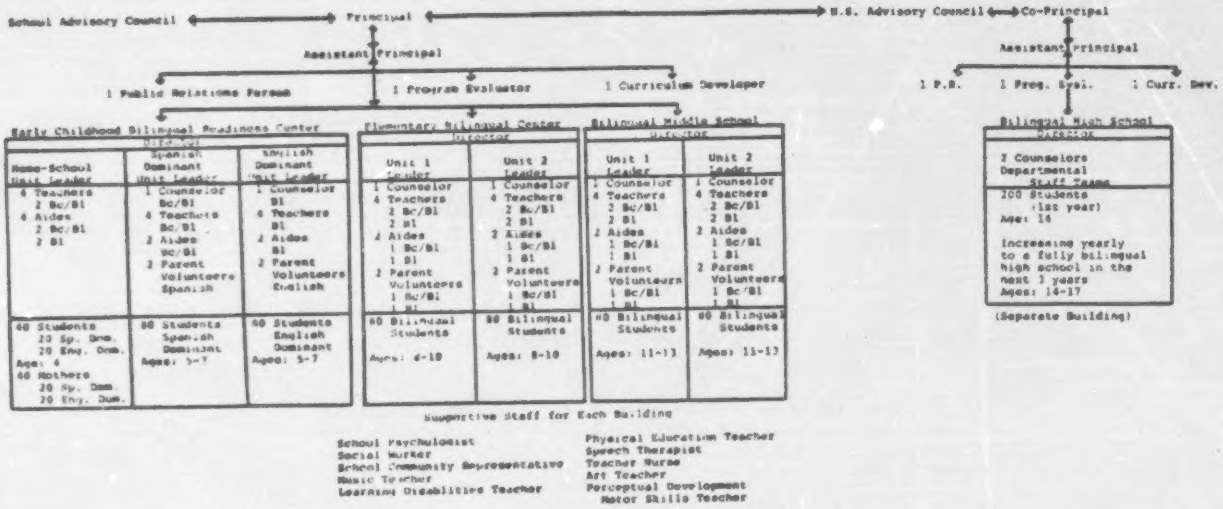
Extensive formative and summative evaluation of the approach will be conducted. Formative evaluation will consist primarily of self-evaluation by school staff and administrators and the instruments used will be criterion-referenced tests. Where no standard criterion-referenced tests exist, the program staff, teachers, and evaluation consultants will design them. Existing tests will be adapted for program needs. Pre- and posttest results will be used to determine students' advancement in the Continuous Progress Mastery skills. Teacher-constructed criterion-referenced tests will be used to evaluate students' performance with reference to immediate objectives in the curriculum areas. The most intensive testing will be done at the time students make a transition from the early childhood level to the elementary school level. The sponsor hypothesizes that after three or four years of content/subject instruction in the dominant language, and intensive ESL and SSL instruction (including reading and writing in a second language), students will be able to function bilingually at their own levels and will achieve as well or better in certain areas (such as paragraph meaning, word meaning, and arithmetic reasoning) than students in regular school programs.

Standardized achievement tests will be used in the summative evaluation. The overall testing plan and the tests to be used in the evaluation will be reviewed and approved by a school committee before the evaluation is initiated. Results of all formative and summative evaluations will be reported to the entire staff and the community. Thus, data will be available when decisions are made regarding instructional or curriculum adjustments.

Parent-teacher conferences will be held regularly, during which students' academic and social progress will be reviewed.

Figure 7.2*

Staff Organization of the Bicultural Bilingual School


School Advisory Council
Principal
H.S. Advisory Council
Co-Principal
Assistant Principal
1 Public Relations Person
1 Program Evaluator
1 Curriculum Developer
Assistant Principal
1 P.R.
1 Prog. Eval.
1 Curr. Dev.
Early Childhood Bilingual Readiness Center
Director
Home-School Unit Leader
4 Teachers
2 Bc/Bl
4 Aides
2 Bc/Bl
2 Bl
40 Students
20 Sp. Dom.
20 Eng. Dom.
Age: 4
40 Mothers
20 Sp. Dom.
20 Eng. Dom.
Spanish Dominant Unit Leader
1 Counselor
Bc/Bl
4 Teachers
Bc/Bl
2 Aides
Bc/Bl
2 Parent Volunteers
Spanish
80 Students
Spanish Dominant
Ages: 5-7
English Dominant Unit Leader
1 Counselor
Bl
4 Teachers
Bl
2 Aides
Bl
2 Parent Volunteers
English
80 Students
English Dominant
Ages: 5-7
Elementary Bilingual Center
Director
Unit 1 Leader
1 Counselor
4 Teachers
2 Bc/Bl
2 Bl
2 Aides
1 Bc/Bl
1 Bl
2 Parent Volunteers
1 Bc/Bl
1 Bl
80 Bilingual Students
Ages: 6-10
Unit 2 Leader
1 Counselor
4 Teachers
2 Bc/Bl
2 Bl
2 Aides
1 Bc/Bl
1 Bl
2 Parent Volunteers
1 Bc/Bl
1 Bl
80 Bilingual Students
Ages: 8-10
Bilingual Middle School
Director
Unit 1 Leader
1 Counselor
4 Teachers
2 Bc/Bl
2 Bl
2 Aides
1 Bc/Bl
1 Bl
2 Parent Volunteers
1 Bc/Bl
1 Bl
80 Bilingual Students
Ages: 11-13
Unit 2 Leader
1 Counselor
4 Teachers
2 Bc/Bl
2 Bl
2 Aides
1 Bc/Bl
1 Bl
2 Parent Volunteers
1 Bc/Bl
1 Bl
80 Bilingual Students
Ages: 11-13
Bilingual High School
Director
2 Counselors
Departmental Staff Teams
200 Students
(1st year)
Age: 14
Increasing yearly to a fully bilingual high school in the next 3 years
Ages: 14-17
(Separate Building)
Suggestive Staff for Each Building
School Psychologist
Social Worker
School Community Representative
Music Teacher
Learning Disabilities Teacher
Physical Education Teacher
Speech Therapist
Teacher Nurse
Art Teacher
Perceptual Development Motor Skills Teacher

*Reproduced from Reyes, V. Bicultural-Bilingual Education for Latino Students, Arno Press, New York, 1978, p. 218.

7.4 READINESS FOR IMPLEMENTATION

This approach will be costly to implement because it calls for its own building design and demands highly specialized staff and materials. The approach has never been implemented, and the sponsor estimates that it will take approximately four years to fully implement if funds should become available, and if it is possible to obtain the cooperation of communities, school boards, and parents. Because the sponsor has not yet attempted to implement the approach, the feasibility of implementing such an expensive and ambitious program within a public school system is unknown, and extensive assessment of community, and local and state education agencies and organizations is recommended before plans for implementation are undertaken.

CHAPTER 8

University of Illinois
Precise Early Education of Children with Handicaps (PEECH)

Sponsor: University of Illinois

Contact Person: Dr. Merle B. Karnes

Institutional Affiliation: Institute for Child Behavior and Development
University of Illinois
Colonel Wolfe School
403 East Healy Street
Champaign, IL 61820

Phone: 217-333-4890

8.1 OVERVIEW

The Precise Early Education of Children with Handicaps (PEECH) approach was developed by Dr. Merle B. Karnes of the University of Illinois Institute for Child Behavior and Development, Champaign, Illinois as a model preschool program for the total education of multiply-handicapped children ages 3-5. From 1970 to 1979, the approach has been implemented in over 100 settings (including Head Start, day care and public and private preschools) with preschool handicapped children. In the late 1960s the Karnes Ameliorative Approach, the precursor of the PEECH approach, was implemented in eight settings with preschool children from low socioeconomic homes.

The approach philosophy specifies several characteristics as being necessary for the effective education of handicapped/disadvantaged children. (1) An effective educational program must provide a structured learning environment for individualized instruction based on stages of development (in all areas of development: cognitive, motor, self-help and social/ emotional). Some operational corollaries of this are: a high teacher-pupil ratio achieved through use of paraprofessionals as assistant teachers, and precision planning, teaching and evaluation techniques. (2) Language and information processing skills are critical to all further development and should therefore be emphasized. (3) The family should be involved in the educational process. (4) Teaching should be game-oriented and make consistent use of positive reinforcement.

The overall objective of PEECH is to assist each child in developing her/his full educational potential (1) by promoting cognitive, social, emotional and motor development and the acquisition of effective language and information processing skills, motivation conducive to learning, and a positive self-concept; (2) by encouraging parental participation; and (3) by enhancing (educational) staff competencies.

PEECH is currently being disseminated under the BEH National Replication Network for programs for preschool handicapped children and through the National Diffusion Network (NDN). Concurrently, curriculum materials and activities and assessment instruments have been and are being published and developed in all areas at the preschool level and are being extended to include older children. If funds were available, PEECH would like to do more impact evaluation and extend the PEECH approach into the primary grades.

8.2 THE PROGRAM

The following program description applies to PEECH as it is currently implemented--with preschool handicapped children. While this population differs from that of FT in two respects--those of age and presence of one or more handicapping conditions--nothing about PEECH intrinsicly limits it to use with preschool or handicapped children. Most program goals, materials and processes are equally applicable to non-handicapped children, as specific therapies over and above universal classroom practice are provided outside the classroom by ancillary personnel. Further, PEECH goals and processes are seen as appropriate to the education of older primary and elementary children. With relatively minor modifications and some additional materials development, PEECH could be implemented with disadvantaged primary school children. Specific implications for participation in FT are discussed in the implementation sections of this chapter.

8.2.1 Program Objectives

The primary goal of the PEECH approach is to provide to young handicapped children a quality, comprehensive educational program which will assist them in achieving their full educational potential; in the case of young disadvantaged children, a program which will prepare them for effective participation in a standard school program. Attainment of this goal is pursued through the achievement of the following subgoals:

- to enhance cognitive development, particularly language;
- to develop motivation conducive to learning;

- to acquire effective information processing skills;
- to develop a positive self-concept;
- to enhance social and emotional development;
- to promote motor skill development;
- to encourage parental participation; and
- to enhance staff competencies.

In pursuit of these goals, and based on the approach's philosophy, 20 model components have been developed and implemented. These components are discussed in more detail later in this chapter.

8.2.2 Program Inputs

Because PEECH is fundamentally a teaching process approach, it can be used with any developmentally-based curriculum. PEECH does not require that a site use PEECH materials, nor does it anticipate requiring schools to purchase specific curriculum materials.

PEECH has, however, developed materials to support all four phases of the PEECH curriculum process (assessment, goal setting, teaching, and evaluation--see Figure 8.1), and a range of activities through which specific approach components, such as language programming according to a language model, extension of language learning into other lesson plans and activities, use of game-oriented lessons and multi-sensory approaches to learning, may be implemented.

PEECH curricula (in the narrow sense, activities designed to teach children specific skills) generally take the form of sample lesson plans, each stating the lesson's objective, materials required, procedures for carrying out the activity, and frequently, criterion tasks and suggestions for extension and reinforcement. The GOAL (Game-Oriented Activities for Learning) Language and Math curricula are kits which also contain games and other materials for implementation of the activities.

Curriculum development is an ongoing process at PEECH, and available materials lie along a continuum of degrees of completion: many are published, others are in press or to be published shortly, some are available from PEECH, yet others are in the field-test stage, and the remainder

Figure 8.1

The PEECH Curriculum Process

ASSESSMENT

1. screening information
2. formal testing
3. family information
4. classroom assessment (SCOAP)
5. teacher observation

EVALUATION

1. lesson plans
   a. tally system
   b. notes
2. anecdotal records
3. regular staffings

GOAL SETTING

1. based on assessment information
2. mutually agreed upon
3. write IEPS

TEACHING

1. task and goal analysis
2. daily lesson plans
3. less formal teaching

are still being developed. Most currently published activities are designed for preschool/prereading ages up through kindergarten, the notable exceptions being the GOAL Language Level II (a curriculum to be used in conjunction with a school reading program) and Language at Home Level II, designed for ages 6-12 and 6-9 respectively. An annotated list of PEECH curricula, specifying form/content, age level, and degree of completion, appears in Appendix A.

For schools which do not desire to purchase or use PEECH curriculum materials, one training session addresses other published curriculum resources, a list of which is included in the PEECH Administration Manual and in a training handout.

To provide ongoing assessment of child progress, PEECH has developed its own comprehensive classroom-based assessment procedure called SCOAP (Systematic Child Observation Assessment Programming). Administration of SCOAP allows a teacher to assess a child's current functional level and to determine her/his strengths and weaknesses on a developmentally organized observational scale in five areas: motor, self-help, social, language, and math. SCOAP also contains suggestions for remedial activities, which help the teacher structure each child's educational program to address her/his areas of greatest need. Each suggested remedial activity is stated behaviorally and contains a criterion activity which is used to measure the child's mastery of the particular skill addressed by that activity. Records are kept of children's achievement of individual educational goals: thus each child's progress along the developmental continuum outlined by SCOAP is constantly monitored.

SCOAP has been developed and printed (instrument, administration manual, and remediation activities) through age 6 and is currently in the field-test stage. Development has been begun on an upward extension of SCOAP through age 9. The sponsor hopes to have a preliminary version ready by the end of the summer.

PEECH has prepared a list of alternative classroom assessment instruments for those sites which do not elect to use SCOAP. The PEECH training manual on Classroom Assessment contains a list of these alternative instruments, their age ranges and skill areas, and a worksheet designed to help the school select an appropriate instrument. PEECH has also developed a list of recommendations for formal testing, both as an input to the assessment process, and for the evaluation of child progress over time.

At each stage of the curriculum process, records are kept (of goals set, lessons planned, and evaluation of child progress). Sample recordkeeping forms, such as lesson plan forms, lesson evaluation forms, group activity planning guides, anecdotal record forms, as well as family involvement records have been developed by PEECH for use in its model classrooms. These forms are used to illustrate a model recordkeeping system to the site, although the site is free to use its present system of recordkeeping if it conforms to PEECH's norms of a good system. Analysis of a site's present recordkeeping activities and discussion of necessary adjustments are part of the recordkeeping training activities.

It is imperative that the classroom be organized so as to enable the teacher to work with large and small groups and for the children to work on individual activities. PEECH model classrooms are divided into various small group learning areas such as language, math, dramatic play, science, fine motor, construction, art, music, toy and snack. These are arranged to take into account boundaries, multi-use of space, noise level, and ease of supervision. Suggestions and guidelines for learning areas and materials with which to stock them are contained in the Trainers Manual: Planning Time and Planning Space. Other suggestions for stocking the classroom may be taken from PEECH curriculum materials which, for each suggested activity, specify the materials needed for its implementation.

Each classroom is staffed by one certified teacher and one or more paraprofessionals depending on the size of the class, the needs of the children, and financial constraints. PEECH encourages a 1:5 teacher: student ratio. In PEECH model classrooms and most replication sites, children are in class for a half-day, and classroom staff use an additional two hours a day before and after school to write lesson plans, evaluate lessons and child progress, and for recordkeeping. The paraprofessionals work under supervision as assistant teachers, extending the services of the professional teacher by planning, conducting, and evaluating daily large group and small group lessons.

Because PEECH is implemented in such a variety of settings, and therefore with a variety of existing administrative structures, other personnel involved in the program can vary. The site administrator is encouraged to participate in any or all training activities. Some training activities address program administration, program evaluation, and demonstration/dissemination activities, and one or more non-classroom personnel need to be appointed by the site administrator to be responsible for these activities. The site is encouraged to appoint one person other than a teacher to attend all training activities and to function as a new staff trainer and demonstrator. Because most of PEECH's replication sites contain a small number of classrooms (1-3), this role has not been considered critical. However, in a site with a larger number of classrooms, the presence of a project coordinator/director and a teacher supervisor/inservice training specialist becomes vital.

Practically, educational qualifications, background and experience of classroom personnel have been found to be less important to successful implementation than such characteristics as ability to relate to children with special problems, sensitivity to individual needs, openness and willingness to cooperate, willingness to accept direction, change, supervision and monitoring, and most importantly, a firm sense of commitment to the approach. In screening replication sites, PEECH staff talk to the teachers involved to determine their background training and experiences (as an input to training), and the degree of willingness, enthusiasm and commitment present. PEECH feels that where there is no commitment on-site from teachers, supervisors and administrative personnel, implementation will not be successful.

In order to replicate the PEECH approach successfully, classroom staff must have certain knowledge and skills relative to each of the 20 model components. Each staff member must also have the ability to apply this knowledge and understanding in a variety of concrete classroom situations.

8.2.3 Program Process

PEECH is a curriculum process approach designed to provide comprehensive individualized education to each child according to the model given in Figure 8.1.

To implement this curriculum process so as to address the desired child and family objectives, the PEECH approach has been broken down into 20 components. These components and the roles/behaviors and activities which they comprise are listed in Appendix B.

A classroom schedule is constructed to provide:

- alternation between passive and active activities;
- alternation between small and large group activities;
- smooth transitions between activities;
- time for planning and evaluation;
- activities designed to meet specific goals for each child;
- reinforcement and extension of skills; and
- emphasis on language development.

A typical daily schedule is presented in Appendix C. The typical day includes three fifteen-minute small group sessions in groups of no more than five children. One group focuses on language development using an instructional process model derived from the ITPA, while others may focus on math, social studies, science, fine motor, and/or social skills, depending on the needs of the children. These small group periods are alternated with large group and individual sessions such as art, motor, music, snack and child-selected activities. Language, self-help and social skills are emphasized throughout the day.

8.2.4 Sponsor-Acceptable Outcome Measures

The first six objectives listed in Section 8.2.1 are child outcomes. Children's progress toward these outcomes is measured by PEECH in two ways: (1) through the ongoing curriculum process cycle of assessment, goal setting, teaching and evaluation (illustrated in Figure 8.1), and (2) through comparison of pre- and posttest gains scores on a variety of standardized instruments. To give a total picture of child progress, these data are supplemented by parent and staff data, both anecdotal and responses to project questionnaires.

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Philosophically, PEECH believes that children's learning follows an established developmental pattern, and that education is effected by presenting learning activities which are exactly congruent with each child's present level of development in all areas (language, math, self-help, motor, social/emotional). Providing this "proper match" (Hunt, 1964) for each child ensures that success is possible on each learning task. Success on individual tasks, in turn, advances each child's developmental level of functioning. This developmental progression is postulated to lead to achievement of PEECH's overall objectives.

The first indication of achievement of PEECH objectives, then, is internal to the program and essentially criterion-referenced: measurement of achievement of specific tasks and specific educational goals and documentation of developmental progress. The second indication of achievement of program objectives is external: gains on standardized tests which are assumed by the sponsor to follow from attainment of PEECH objectives.

One of the emphases of the PEECH curriculum process is on programming each child's educational goals to achieve the "proper match." An important input to PEECH programming is classroom assessment of the child along a developmental scale. In its own model classrooms and with any replication site which so desires, the SCOAP is administered for this purpose. Use of SCOAP is not obligatory, however, and the PEECH training manual on Classroom Assessment contains a list of alternative classroom assessment instruments, their age ranges and skill areas. Helping a site to select the appropriate instrument is part of the training process. Recommendations include:

Instrument	Age
Behavioral Development Profile	0-6 years
Carolina Development Profile	2-5 years
Circle Preschool Individual Assessment	12-72 months
KIDS Inventory of Developmental Scale	0-72 months
Learning Accomplishment Profile	1-72 months
Santa Clara Inventory of Developmental Tasks	2-7 years
SCOAP	2-6 years

Administration of such a developmental assessment instrument allows the teacher to evaluate each child's current level of functioning. This information is transferred to the child's Individual Profile record. Knowing from the developmental profile the next developmental steps "upward" in each area, the teacher can combine assessment, testing, screening and family information to establish specific educational goals, teaching strategies and evaluation criteria for each child, which are recorded on an IEP. Daily lesson plans are derived from the IEPs which state lesson objectives for each child and criterion activities. These plans are revised and monitored daily and a record is kept of each child's achievement of objectives. Each child's individual file contains a continuous record of her/his achievement, what specific objectives and skills s/he has mastered and what long range goals s/he has achieved. As long range goals are achieved the IEPs are revised to reflect new goals. The teacher may readminister the classroom assessment instrument at midyear and at the end of the year to assist in this process.

Longer term achievement of PEECH objectives is measured by examining gains scores (fall-spring of one academic year) on standardized tests. Those currently used by PEECH in its replication sites are:

- Slosson Intelligence Test,
- Developmental Test of Visual-Motor Integration,
- Peabody Picture Vocabulary Test, and
- Vineland Social Maturity Scale.

Pre- and posttest scores are reported annually for that year's replication sites in PEECH's year-end report to BEH.

Gains scores on these and other tests have been used along with anecdotal data and parent and teacher questionnaire responses to demonstrate initial evidence of the effectiveness of the PEECH model. The interested reader is referred to two PEECH reports: JEEPH Program Evaluation Report (1976) which discusses the effect of PEECH on 52 children enrolled in their model classrooms from 1973 to 1975; and Summary Report of the Effectiveness of the PEECH Model (1975), which was part of PEECH's presentation to JDRP in 1975. Both of these reports are reproduced in the PEECH Administration Manual which is given to each replication site.

Several approach components deal with the involvement of families in the child's education, such as active inclusion of the parent in helping the teacher formulate the child's individual educational plan (IEP); inclusion by the teacher of parental goals and concerns in development of individualized goals for the child; provision by the site of various activities for family involvement, including parents to set and achieve goals for themselves; and recordkeeping of family participation. The degree of existence of each component is monitored (on a scale of 1-5) on an implementation checklist, the PMCOS (PEECH Model Components Observation Scale) at each PEECH replication site throughout the replication year and during one follow up visit. A manual on family involvement has been developed for site use in organizing and implementing their family involvement component. Data are collected during parent interviews in the fall on the parents' goals and concerns for the child, and a confidential parent questionnaire administered at the end of the year yields data on parental participation, satisfaction (both with the PEECH program and the family involvement component), and perceptions of child progress. Parent data are reported in the JEEPH 1976 report and in yearly BEH replication reports.

Changes in staff competencies are measured in two ways: through observation of the teacher by a PEECH Replication Specialist and continuous monitoring of classroom behaviors on the PMCOS; and through needs assessments. PEECH has developed a needs assessment form for each of the 20 approach components listing specfic skills and areas of knowledge necessary to the implementation of that component. Before and after each training session, site staff are asked to rate their own level of competency in each skill. These subjective ratings are validated observationally by the Replication Specialist. In addition, most component training modules contain criterion activities and one or more measurable training objectives by which the Replication Specialist can assess staff development.

Figure 8.2 presents a schematic representation of the means by which PEECH measures achievement of objectives in all areas.

8.3 PROGRAM IMPLEMENTATION

PEECH is in its ninth year of implementation. Beginning in 1970 with its own demonstration classrooms and progressing to its current

Figure 8.2

Achievement Measures of PEECH Goals

To develop each child's full educational potential.

To enable the child to participate effectively in a standard school program.

Child Outcomes	Parent Outcomes	Staff Outcomes
Cognitive and language development Motivation to learn Information processing Positive self-concept Social & emotional development Motor skill development	Participation (in education of child)	Competencies (in teaching PEECH)

are measured by:

1. Achievement of specific behavioral objectives 2. Achievement of individual educational program goals 3. Developmental progress in 5 areas (measured against a developmental scale) 4. Gains on standardized tests 5. Parent satisfaction 6. Teacher satisfaction	1. Record of parent contacts/ participation 2. Record of achievement of parents' own goals 3. Parents' assessment on parent questionnaire	1. Self-assessment on needs assessments 2. Observation by PEECH staff member 3. Administration of PMCOS 4. Criterion activities in training workshops

replication status under both BEH National Replication and NDN, the PEECH approach has been replicated in over 100 sites nationwide. PEECH has a wealth of experience in dissemination, much of which is pertinent to its implementation as a FT model.

With one exception (a pull-out resource room for handicapped first and second graders in a public school setting), PEECH has been implemented only with preschool handicapped children, in a variety of settings such as:

- Model classrooms. Under a joint agreement between the University of Illinois and 15 school districts in Champaign County--Joint Early Education Program for the Handicapped, or JEEPH--PEECH operates two model classes implementing the PEECH approach. Each class contains 15 preschoolers--10 handicapped and five non-handicapped. Classes meet five days a week for one-half day. A child-directed adaptation of PEECH for gifted and talented handicapped preschoolers--the RAPYHT model--is implemented in two other JEEPH model classrooms.
- A variety of replication sites. A replication site is one to whom PEECH provides a year's training and technical assistance, with concomitant monitoring and evaluation activities, in the implementation of the PEECH approach components. One followup visit is made to the site in its second year of replication. Sites fall under a variety of administrative categories: Head Start programs, day care centers, public and private preschools and Associations for Retarded Citizens preschools. In 1976-77 and 1977-78, ten BEH outreach sites with one to three classes per site were served each year. This year (1978-79), by virtue of regionalizing site visits, 16 sites (BEH outreach and 8 NDN) were served.
- Eighty demonstration sites in Illinois, which received a year's training and technical assistance from 1973-76 under the first phase of BEH outreach.

In addition, the precursor of the PEECH approach, the Karnes Ameliorative Approach, was field-tested in eight locations (including public school, Head Start and day care sites) in the late 1960s with preschool and kindergarten children from low socioeconomic homes.

One point should be made. The primary objective of the replication effort is to serve as many handicapped children as possible. This objective has forced PEECH to develop a comparatively quick site-training process which focuses on making a site "self-supporting" in a short period of time. One drawback of this focus is that no data are available beyond the first year on achievement of outcomes, and none beyond a second-year follow up visit on continuance of faithful implementation following withdrawal of sponsor services. One advantage is that it has caused PEECH to identify procedures which maximize the likelihood of faithful implementation.

As a result of its awareness activities, PEECH receives numerous requests each year for information about the program and its implementation. Because outreach funds are limited PEECH can extend training and technical assistance to only a few sites each year. To avoid wasting funds on unproductive sites, PEECH has instituted a careful site screening and selection process.

PEECH follows a year-long calendar of activities, during which time, of course, a potential site is also effectively screening the sponsor. Following a request for information, an awareness packet of brochures and descriptive handouts is sent to the site. If a site expresses serious interest, further contacts are made to review the responsibilities of each party, answer any questions, and to set up a time for completing the screening questionnaire. Additional materials sent to the site at this time include a sample sequence of site visits, a sample workshop agenda, a sample replication agreement, an operational description (taken from the PMCOS) of an acceptable level of implementation of all 20 approach components, and a description of evaluation requirements. If the site wishes, and funds permit, PEECH personnel may travel to the site to do an overview presentation, or site staff may come to Champaign to observe the approach in action. The site is then required to apply in writing for consideration as a replication site, outlining in its proposal its plans for compliance with the terms of the replication agreement.

A screening interview is then conducted by phone with the site administrator and the teacher covering such areas as site funding and staffing, current family involvement, current relevant state legislation, current classroom practice, and acceptability of PEECH replication requirements. From this information PEECH selects ten sites (out of 15 or so final applicants) and one alternate to be replication sites for the following year. This process helps to assure a good match between sponsor and site and facilitates obtaining the site's commitment to the approach.

Commitment to the approach by all site personnel--administrators, supervisors, teachers, aides--is seen as the critical factor in determining success of implementation. After screening, PEECH sees the following practices as instrumental in obtaining commitment from the site:

- Requiring the signing of a replication agreement by both administrator and teacher outlining site and sponsor responsibilities.
- Institution of written guidelines outlining the conditions under which a site may be dropped (usually lack of cooperation or consistent evidence of failure to make progress toward implementation).
- Requiring the site to invest something of itself in the replication process. While BEH Outreach funds pay for PEECH staff time for screening, training and evaluation activities, PEECH requires that a site obtain its own funding to cover staff release time and travel and per diem costs for their staff to attend the fall workshop in Champaign. The theory is that a site's willingness to contribute to its own resources to implementation of PEECH is an expression of commitment to the approach. PEECH is concerned that FT sites which have all of their training expenses covered by USOE will have less investment in and less commitment to replication. A second concern is that FT's funding of a large comprehensive services component together with the funding of educational change obscures a site's sense of commitment to the approach and therefore interferes with implementation.
- Requiring the site to agree to demonstrate the approach for others, on the assumption that if one has to teach something one takes greater pains to learn it in the first place.

Finally, PEECH believes that planned institutionalization of an approach--that is, planned withdrawal of a sponsor's support from the site--is necessary to implementation because the site will of necessity be working during inservice training toward the goal of independence. In this connection PEECH is concerned about the level of funding which sites have received in the past from USOE for the implementation of FT. PEECH believes that to be capable of institutionalization an approach must not call on site resources so far over and above the site's means that the site cannot continue to support it when the initial supporting funds are withdrawn. PEECH is therefore skeptical of the possibility of institutionalizing within present FT practice. In any event, in view of FT research goals and the need for continued monitoring of the level implementation, a revised plan for institutionalization will have to be developed to maximize likelihood of implementation and to address district and USOE needs.

The discussion below describes implementation components as they currently exist in PEECH; the need for revision of implementation practices to adapt to FT is indicated where appropriate.

8.3.1 Implementation Inputs

PEECH does not require the adoption of specific curriculum materials by the district. However, as PEECH will have to train new sites in the implementation of the approach with the sites' own curricula, PEECH will have to be thoroughly familiar with developmental objectives (academic, motor, self-help, social/emotional) in K-3, and how these are addressed by various curricula (including games) and measured by various testing instruments. Examples will have to be formulated for training purposes, and training procedures adjusted accordingly. Lists of available acceptable materials must be compiled.

The sponsor is already working in the area of curriculum development. The GOAL Language Level II curriculum and Language in the Home Level II (ages 6-12) are already published and would satisfy the PEECH language requirement (if the district so desired) when used in conjunction with any series of basal readers. The sponsor is also preparing a second-level math curriculum. Other available PEECH-specific materials are listed in Appendix A. Many of these are appropriate at least at the kindergarten level (sometimes higher); most need further development for older children.

The PEECH classroom assessment instrument, SCOAP, is printed and being field-tested through age 6. The sponsor hopes to have it developed through age 8 by the end of the summer of 1979.

Orientation materials exist for the PEECH approach in the form of an "awareness packet" containing two leaflets about the PEECH approach and PEECH replication activities, a handout on the "History and Description of the PEECH Model" and "PEECH Replication." As well as describing PEECH activities, these materials describe the qualifications and responsibilities of a site which might want to replicate the PEECH approach. PEECH activities currently involve awareness-creating activities such as workshops, presentations at state, local, and national meetings, and distribution of awareness materials at conferences and through the mail. Some of these workshop presentations would be appropriate community awareness activities.

Part of the site's orientation occurs during the screening/identification process described above. Orientation consists of a workshop which uses overheads, slide-tape presentations and lectures to present an overview of approach background, theory and operation to the audience. Administrative staff as well as other interested individuals are encouraged to attend.

All of these materials are aimed at preschool handicapped children and will require revision to apply to the FT population. PEECH believes that school personnel should help in the community "selling" process (being trained and assisted by the sponsor to do so), as they have the greater knowledge of the needs and attitudes of the community and are generally more credible within the community than a group of "outsiders." This process also helps to insure that the district's school personnel are committed to the approach. Plans need to be developed for working with the district on community awareness activities.

PEECH currently requires that each site sign a replication agreement which outlines the sponsor's and the site's mutual and individual responsibilities and expectations, including financial and evaluation obligations, time commitments, a tentative timeline of training activities, demonstration and dissemination obligations, and conditions under which a site may be "dropped." This agreement must be signed by the appropriate site administrator and the teacher. This agreement would have to be modified for participation in FT.

PEECH considers all of its process components (see process section) to be integral parts of the approach, although some, such as Future Placement, are particular to a preschool handicapped program, and would not apply to FT.

PEECH has developed a checklist which can be thought of as one indicator of which elements of the PEECH approach are seen as critical to implementation and which are modifiable. This checklist, the PEECH Model Components Observation Scale or PMCOS, contains three operational definitions of each approach component corresponding to points 1, 3 and 5 on a 5-point scale of implementation. Level 1 represents no observable implementation of the component, Level 3 describes minimum acceptable implementation of a component (to be considered as a replication of PEECH), and Level 5 is considered to be ideal replication. In view of the change in population and the possibility of limited flexibility within district and school requirements, PEECH needs to consider its components carefully to determine which aspects of the approach are critical to, which desirable for, and which dispensable in implementing the approach.

PEECH takes a developmental approach to training for replication. Site staff must have a thorough knowledge of the principles underlying the approach, the components which comprise the approach and how they relate to one another, as well as practical aspects of the implementation of each component. However, the sponsor understands from experience that it requires time to synthesize information and try out new ideas. Training is spread over a nine-month period at approximately six-week intervals so that staff learn, apply and adapt new procedures each month. Training is paced to fit the needs and abilities of the staff; it is concentrated in the beginning of the school year to allow major components to be in operation by December.

PEECH has excellent training materials for both pre- and inservice training. These materials include prepared workshops and presentations on the major approach components listed below. Each component listed has a written training manual containing such information as a statement of the workshop goal, training objectives, criterion activities, workshop agenda and outline, narrative of any slide/tape presentations, handouts, worksheets, exercises, lecture texts, copies of overheads, and review quizzes. Manuals exist for:

- Overview,
- Behavior Management,
- Task and Goal Analysis,
- Planning Lessons/Presenting Lessons,
- The ITPA Model,
- Planning Time/Planning Space,
- RecordKeeping,
- Identification, Screening and Evaluation,
- Classroom Assessment,
- Classroom Assessment -- SCOAP, and
- Paraprofessional Training

PEECH has sample agendas for each site visit, as well as an overall plan for training. Classroom observation and administration of the PMCOS are part of each training session. For each approach component a needs assessment form has been developed listing specific competencies necessary for its implementation. This is administered before and after each training session, both to help adapt training activities to the trainers' needs and to assess the effect of training. Forms have been developed for monitoring each teacher's monthly implementation goals, and for evaluating each workshop and site visit as well as the overall effectiveness of all training materials and activities.

Other manuals available are the SCOAP administration manual, a Family Involvement Manual, an Administration Manual, and a Classroom Planning and Programming Manual.

All of these materials will have to be reviewed carefully to determine their continued applicability to the FT population. Revision of workshop materials and manuals will be necessary in order to address implementation at the K-3 level.

PEECH currently operates out of offices on the second floor of the Colonel Wolfe School in Champaign. Two classrooms on the first floor are separated by an observation booth which looks onto both classrooms through one-way windows. P.A. equipment allows observers to hear activities in different parts of the classroom.

As a FT sponsor, PEECH would want to operate model K-3 classes in the immediate area, to serve as a demonstration site, for field-testing of activities and instruments, and for teacher training. PEECH has indicated that it might be able to arrange for demonstration classes in Champaign or one of the Champaign County school districts.

Implementation of PEECH should not require any unusual facilities on site. Classrooms should allow sufficient space for easy storage of materials and for working in small groups. A room large enough to hold all concerned staff should be available for training activities.

Currently, all site training activities, including screening and contacts, orientation, pre- and inservice training, monitoring, testing, and follow-up are conducted by four Replication Specialists. The Replication Specialists train teachers, assistant teachers and administrators on-site, and, where possible, train someone at the site to be a demonstrator/disseminator/new staff trainer. Replication Specialists as a team in conjunction with the PEECH Project Director train new Replication Specialists as necessary. Replication Specialists revise training materials and procedures as necessary and also assist the Director with approach revision and development activities. Dr. Karnes is in charge of approach development; she is assisted by project staff and uses University resources as needed. There is a half-time evaluator with an assistant and associated support staff. PEECH would have to add staff to gear up for participation in FT.

The role of Replication Specialist is critical and is the hardest to fill. S/he must have masters-level teaching qualifications (to handle sites knowledgeably), with an early childhood or special education background, as well as teaching experience. Ideally, s/he has taught PEECH for at least a year. S/he should have administrative and training or workshop experience, and good interpersonal skills. S/he must be willing and able to travel extensively. Currently, Replication Specialists are often recruited from present or former PEECH teachers (from the PEECH demonstration classes). Dr. Karnes is also trying to establish a national network of regional Replication Specialists from former Specialists who have

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moved or qualified former PEECH teachers who are interested in becoming Specialists.

Only one of the current Replication Specialists has K-3 teaching experience; none of them have taught PEECH at that level. The problem of where to get qualified Replication Specialists and how to give them adequate training for a PEECH-FT approach is an important one which will have to be addressed.

8.3.2 Implementation Process

Current PEECH practice requires all teachers to attend classroom training activities. Paraprofessional assistant teachers, when possible, also attend. Administrative personnel, especially the site administrator and the person who will serve as PEECH coordinator, and ancillary service personnel, are encouraged to attend, along with any other interested parties. Where possible, a non-classroom person should attend all sessions to be trained as a teacher/supervisor/trainer/disseminator. PEECH sees this role as being more critical to FT implementation than to their present replication status. No plans currently exist for systematic orientation of a great number of non-classroom site personnel, or for the inclusion of parent and community representatives. Such plans will have to be developed.

Preservice training takes place on-site, usually during August before school starts. One PEECH staff member spends two days on-site, meeting with administrative, classroom, and ancilliary staff; answering questions; defining roles; and outlining evaluation and other expectations and procedures. Workshops are presented giving an overview of the approach, planning time and space, assessment, components overview, and evaluation. Current classroom practices are observed, if possible, or discussed with the teachers. Parent permission slips are left with the teachers and a tentative testing date is set for October.

It should be noted that the Administrative Manual and the Classroom Planning Manual are sent to the site in late spring of the year prior to implementation, with the hope that site personnel will do some background reading prior to training.

The second training session is a four-day workshop held in mid-September at PEECH headquarters, and attended by classroom personnel from all sites. Workshops are presented on approach overview, the role of the paraprofessional, scheduling and room arrangement, classroom assessment (SCOAP), family involvement, curriculum resources, language programming, recordkeeping and teaming. Opportunity is provided to observe PEECH classrooms in session.

Monthly two-day site visits are made from October through May by the Replication Specialists for inservice training. Part of each visit is spent in classroom observation and administration of the PMCOS. Classroom personnel are released for one day during each site visit for workshops and other training activities. The exact sequence of topics presented depends to some extent on the site's needs and desires as reflected by observed progress toward implementation and the completion of a monthly needs assessment. Generally, however, indepth workshops on all classroom components have been presented by December, and the January through May sessions can focus on parent involvement, screening, teaming, placement, dissemination activities and training, evaluation, and whatever areas of implementation are weak in that particular site. The October and May visits are extended for one day to allow the Replication Specialist to assist in child testing.

Schedules and agendas for training are well developed. PEECH should review these schedules to determine applicability to a public school FT program, in particular because of the larger number of (possibly) less qualified or motivated trainees involved and in light of district needs. Changes should be made as necessary.

Each training session begins with classroom observation and rating of the level of implementation in the classroom using the PMCOS. At the end of each training session, participants complete an Implementation Plan, stating each person's specific implementation goals for the coming month. At the beginning of the following training session, progress toward these goals is noted. Thus weaknesses can be identified by the Replication Specialists. These are discussed individually and in group sessions with teachers and administrators, and a course of action decided. At the end of each visit, site personnel have the opportunity to express their needs for the next training session, and a tentative agenda is prepared.

The Needs Assessment Forms, administered before and after each training session, give some indication of the efficiency of training. These subjective data are confirmed by the Replication Specialist's observations and are used to assess the efficacy of training in approach components. In addition, an overall training and technical assistance evaluation form is completed by each participant at the end of training. These data, as well as monthly discussions with site staff, contribute to the constant revision of training materials and procedures to make them more interesting, more relevant to site needs, and more effective.

8.4 READINESS FOR IMPLEMENTATION

The PEECH approach and PEECH's implementation strategies and experience are appropriate foundations for the establishment of a PEECH FT approach. However, because all of PEECH's current implementation is with preschool handicapped children, it is inevitable that many adjustments and revisions must be made. Most of these revisions are relatively minor when compared to the enormous tasks of developing goals, materials and processes, and implementation strategies. Necessary adjustments fall into three broad categories:

- Extension of the PEECH approach to the K-3 level. This is largely a matter of materials development, some of which are already available or in process.
- Adjustment of the PEECH approach as required:
  a. to conform to FT needs and objectives;
  b. to conform to public school district needs, objectives and requirements; and
  c. to address the needs imposed by larger scale implementation (on the site level).
- Revision of existing implementation strategies and materials to address the needs of FT, public school districts, the K-3 population, and larger scale implementation.

While theoretical aspects of these tasks can be accomplished at PEECH headquarters, it is highly desirable that PEECH establish an experimental demonstration site at the K-3 level in a nearby public school setting before implementing as a FT sponsor. This would enable PEECH to obtain practical experience in serving a more FT-like population; it would provide a demonstration site for awareness and training purposes; and it would serve as a valuable additional source of concrete classroom examples to support training in all components. Some specific areas of inquiry are listed below.

As PEECH is largely a total teaching process approach, independent of specific curricula, it should be transferable to the K-3 population if the following steps are taken.

- Identification of and familiarization with suitable K-3 classroom curricula, including alternative language models to the ITPA. Although PEECH does have many curriculum materials of their own, both preschool and some which have been extended upward (see Appendix A), the sponsor believes that PEECH should be applicable to a district's current curriculum. Thus, in addition to continuing work on PEECH materials, the sponsor needs to prepare an upgraded list of appropriate curriculum resources and materials for use in training and by districts.
- Identification of appropriate instruments for classroom assessment of child strengths and weaknesses. PEECH considers the ITPA (normed through age 10) to be one possibility, and the sponsor is currently extending the SCOAP instrument upwards to age 9.
- Identification of appropriate measures (stndardized or other) to measure achievement of PEECH objectives on a pre/post or comparison basis. The California Achievement Test and the ITPA have been mentioned as possibilities, but further assessment is required.

PEECH has extensive experience in implementing in a variety of preschool situations (which are typically less "traditional" and more open in format) and with a special group of teachers (special education background) accustomed to working with a special population (handicapped). PEECH needs to become thoroughly familiar with the realities of K-3 education in the public schools so as to be able to revise its approach as (and if) necessary. Some points which will need to be considered are noted below:

- Compliance with district requirements at all levels. These regulations may affect testing, curricula, use of paraprofessionals, teacher supervision, and teacher commitment.
- A revised plan for on-site staffing. There will typically be more classes per site and more children per class than in those to which PEECH is accustomed. This will probably require the formalization of such roles as those of the on-site project director, a teacher supervisor, an on-site staff trainer, a family-involvement coordinator and paraprofessional assistant teachers. Job descriptions should be prepared outlining the roles and responsibilities of each position, their relationship to one another, and desirable background characteristics for each. A preliminary plan should be developed for coordinating PEECH role requirements with those existing in the district.
- A plan for obtaining teacher and site commitment.
- Revisions in the daily schedule, necessary to accommodate a full-day classroom program. One concern in particular is the scheduling of sufficient time for ongoing planning and evaluation activities by classroom staff.
- Possible strategies for obtaining teacher release time for training.
- Plans for testing and evaluation which will conform to site and FT needs and requirements, and procedures for testing large numbers of children. How would testing be handled if the instruments chosen required individual administration by trained personnel?
- Preparation of a plan for smoothing the transition of PEECH FT students from third to fourth grade, both for teachers and students.
- A preliminary plan for which PEECH features can be modified, and to what extent to be responsive to district/teacher/implementation needs. How, for instance, should room arrangement requirements be handled?

PEECH has an excellent training program, complete with workshop agendas, training manuals, slides, videotapes, worksheets, handouts, examples, overheads, scripts, demonstrations, etc. Again all of these materials are aimed at the preschool level. While most of these materials are also applicable to the K-3 population, some will require revision, and all will require that concrete classroom examples of theory or process be provided at the K-3 level. Specific subjects requiring attention include:

- Overall training schedules. Will the same number of site visits be required? In view of the greater number of classrooms and staff, will longer visits be necessary? How will classroom observation and meetings with classroom staff be scheduled? How will new staff resulting from staff turnover be trained?
- Overall implementation plan. Would implementation be carried out stepwise (K the first year, K and 1 the second)? What pre- and inservice training would staff receive the second and subsequent years?
- Training Materials. Handouts, examples, and worksheets must deal with concrete K-3 classroom examples. Awareness and oriantation materials likewise should be extended to address the K-3 population. Can the same workshop agendas be used?
- Plan for orientation on-site and involvment of representatives of various site groups in orientation and training activities.
- Site screening and site agreements.
- Testing schedules and procedures.
- Plan for institutionalization of the PEECH approach on-site. How long and to what degree is PEECH's presence required? How would they monitor long-term quality of implementation? How would they wean the site from sponsor assistance? How could site independence be coordinated with the need for data to support long-term effectiveness?

PEECH also needs to develop plans to ready themselves for implementation: How would PEECH gear up to do the necessary preliminary review and revisions? How many present staff can be used, and how many staff in what roles must be added? How will PEECH acquire a K-3 demonstration site and what resources will this take? Finally, how will PEECH locate suitable candidates for the role of Replication Specialist and how long will it take to train them in the approach?

APPENDIX A

PEECH CURRICULA

PEECH Classroom/Curriculum Materials

Title	Description	Level	Status
GOAL Programs (Game-Oriented Activities for Learning)			
1. GOAL: Level I Language Development	Kit containing 337 Model lesson* plan cards. Picture cards for sorting and classification games and to promote verbal and manual interaction, discrimination and classification skills; situation pictures to encourage verbal description; templates and posters; animal puzzles; patterns and pieces; spin and find games; two sets of Scenes Around Us Murals.	Ages 3-5	Published 1972, Milton Bradley & Co.
2. GOAL: Level II Language Development	396 Lesson Plan Cards; sports cards; career cards; Route to Reading & Flying Saucer game boards; Read-O-Board cards; ecology cards; creative thinking cards; traffic signs; alphabet tiles; picture cards; 5 sets of basic word cards.	Ages 6-12	Published 1977, Milton Bradley & Co.
3. GOAL: Mathematical Concepts Materials	137 Model Lesson Plan cards; Number-Numeral tiles; Wooden Dice; Path Math Gameboard; Flannel Board Aids; Add-On Cubes; Place Value Charts and Sticks; Shapes and Number Lotto; Templates; Geometric Shapes, Picture-Pattern Cards and Lotto Boards; Number Lines	Ages 3-5 Ages 6-12	Published 1973, Milton Bradley & Co. In process

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*Model lessons identify the major component of language development which the activity addresses, specific objective of the lesson, materials needed, procedures, criterion activity, reinforcement and extension activities.

(continues)

PEECH Classroom/Curriculum Materials (continued)

Title	Description	Level	Status
4. GOAL: Beginning Science	150 Lesson plan cards.	Pre-reading	Published 1978, Milton Bradley & Co.
		Through primary grades	In press
5. Development of Readiness to Read			Published 1970, Milton Bradley & Co.
6. Learning Language at Home, Level I	Kit for parental involvement in reinforcement and extension of school language curriculum contains 200 sequential lesson plan cards with 1000 activities in four skill areas: manual expression, auditory skills, visual skills and verbal expression. Lessons specify objectives, materials needed, what to do, and other activities to extend the skills taught in the lesson. Kit contains instruction manual and forms for recording child progress.	Ages 3-5	Published 1977, Council for Exceptional Children (CEC)
7. Learning Language at Home, Level II	Similar to Level I	Ages 6-9	Published 1978, CEC
8. Mathematics at Home		Preschool, kindergarten & first grade	In process, to be published in 1979 by CEC
9. Creative Games for Learning	Book of 50 games designed to foster social, motor, cognitive and academic learning. The objective of each game is stated, with materials needed, how to construct and play the game, along with illustrations.	Ages 3-5	Published 1977, CEC

PEECH Classroom/Curriculum Materials (concluded)

Title	Description	Level	Status
10. Creative Art for Learning		PS, K & primary	In press, to be published by CEC
11. Learning About Myself and Others: A Social Studies Curricula	Book of lesson plans for social development. Contains plans and objectives, materials needed, procedures and criterion and reinforcement activities on understanding: self, self and others, the family, where families live, the community, geographical differences, families in other places, and communities in other places.	PS, K & primary	In process, to be published by CEC
12. 16 Health Activities	Activity Cards	Pre-reading	
13. 16 Basic Safety Activities	Activity Cards	Pre-reading	
14. Early Language Activities		Pre-reading	
15. Beginning Science Activities			
16. Teacher-Made Instructional Materials	Book		Available from PEECH
17. Music in the Preschool and Primary Grades		Preschool, Primary	To be published 1979-80; Field test material available in Fall 1979.
18. Motor Development in Young Preschool, Kindergarten & Primary Children		Preschool, Primary	To be published 1979-80; Field test materials available in Fall 1979.

APPENDIX B

PEECH Components

APPENDIX B

PEECH COMPONENTS

Component	Operational Definition (Roles/Behaviors, Activities)
1. Identification and Placement of Children in the Program.	A procedure to identify eligible children is in operation and clear criteria for admission to the program written. Placement is based on the results of at least one objective and reliable test and a multidisciplinary staffing. Procedures exist for placing the child in the most appropriate educational setting in the community.
2. Use of Paraprofessionals as Teachers.	Paraprofessionals plan, conduct, and evaluate daily large group and small group lessons.
3. Scheduling of Lesson, Planning and Evaluation Time.	Written daily schedule is implemented which allocates 50% or more of the time for individual and/or small group lessons. Daily time for the staff to develop individual lessons, prepare instructional materials and evaluate child progress averages 120 minutes.
4. Room Arrangement.	Classroom space is arranged according to the following considerations: the boundaries and purpose of each space should be clear; pathways are well-defined; all areas can be easily supervised by the teacher; and space is planned so that compatible areas are next to one another so that children are not distracted by noise. Classroom environment is enhanced through the use of teacher and parent-made materials and equipment; and through contacting local businesses and groups for donations.
5. Classroom Assessment of Children's Strengths and Weaknesses.	Individual assessment of each child's motor, language, mathematics, self-help and social strengths and needs is conducted through an appropriate and objective classroom assessment instrument which is the basis for individual programming.
6. Parent Involvement in Writing IEPs.	The parents of each child meet initially with the teachers to discuss family concerns, to receive information on results of assessment and to actively participate in planning their child's educational goals. Two or more additional parent/teacher consultations occur to exchange information on child progress and to establish new goals and objectives for the child. Both initial and revised plans are approved by parents.

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APPENDIX B (continued)

Component	Operational Definition (Roles/Behaviors, Activities)
7. Writing Individualized Education Plans.	A written plan exists for each child which includes prioritized goals, teaching strategies, and evaluation criteria in all areas of strengths and needs.
8. Peer Modeling.	Children's skills and behaviors are matched according to assessed strengths and needs. The groupings for instructional activities are based on this match. Strategies/techniques for using children as models are then written and implemented.
9. Lesson Planning.	Daily lesson plans are written in four or more areas of each child's greatest educational needs. Each plan specifies behavioral objectives, sequenced activities, specific evaluation and is individualized according to each child's needs, abilities and interests. Lesson actitivies are game-oriented, encourage active child participation and utilize a multi-sensory approach when employed.
10. Lesson Presentation.	Written lesson plans are followed. When implementing lessons the teachers (a) provide clear directions, (b) adjust expectations of children as necessary, (c) positively reinforce children, (d) give children positive corrective feedback, (e) are enthusiastic, (f) demonstrate the task or direct a child to demonstrate the task, and (g) use cues and prompts.
11. Keeping Records of Child Progress.	A daily record is kept of the child's performance during lessons and his achievement of behavioral objectives as determined by the presentation of a criterion activity. Behavioral objectives are reviewed weekly to determine child's progress towards attainment of priority goals. Anecdotal records are kept to provide further information with regard to child performance.
12. Child Behavior Management.	Teachers maintain a positive approach in the interaction with children and are responsive to each child's needs and interests. An environment which promotes appropriate behavior is established such as clearly stating classroom rules, modeling behavior for the children, and being consistent in expectations. Teachers use the following behavior management techniques as appropriate: ignoring; positive correction; physical re-direction; removal from the immediate situation; and time-out. Plans are written for children who often exhibit inappropriate behavior.

APPENDIX B (continued)

Component	Operational Definition (Roles/Behaviors, Activities)
13. Language Programming According to a Language Model.	All the specific classification subcategories within each of the ITPA Abilities or an alternative model are used as a basis for writing and selecting language development activities.
14. Expansion and Encouragement of Language Experieces.	Teachers encourage language by expecting children to verbalize their wants and needs; by using large group activities to aid in further development; (Ex.: music time--singing songs, developing listening skills, using finger plays); and use of techniques to stimulate language such as parallel talk; question-answer-question; and asking open-ended questions. Language concepts learned during small groups are reinforced throughout the day. Teachers also follow through on language and procedures to reinforce skills/concepts child is working on in therapy.
15. Involvement of Family Members.	A procedure is utilized for assessing individual needs of all parents and goals are written for involving the parents based on these needs. Alternative strategies and activities are implemented to achieve the specified goals.
16. Keeping Records of Family Involvement.	Records are maintained on the frequency and type of all contacts with parents. Feedback is obtained from parents regarding their participation in the family involvement program.
17. Teaming.	Meetings, consultations, and/or staffings occur at least four times per year for the purpose of reviewing the progress of all children. All of the professionals who provide ancillary services are involved.
18. Staff Development.	Each staff member participates in four or more training activities which are based on the assessment of individual needs.
19. Future Placement of Children.	Written criteria exist which specify when children are no longer eligible for program services. End of year reports are written which describe child progress and present level of functioning. A description of the child's present level of functioning is based on classroom records and at least on objective and reliable tests. A staffing is held to determine the most appropriate future placement for the child. Parents participate in the staffing.

APPENDIX B (concluded)

Component	Operational Definition (Roles/Behaviors, Activities)
20. Program Evaluation.	A plan is written and implemented which evaluates the overall effectiveness of the educational program. The plan includes program goals and success criteria, procedures for achieving these goals, data collection strategies and a schedule for implementation. Areas evaluated may include the child assessment process, educational programming, family involvement and staff development. All staff members are aware of these procedures.

APPENDIX C

Sample PEECH Daily Schedule

APPENDIX C

Sample PEECH Daily Schedule

Within the first month of school, the classroom staff systematically observe and assess each child's developmental level in the areas of language, math, self-help, social, fine and gross motor skills using a procedure referred to as SCOAP (Systematic Child Observation, Assessment and Programming). At this time the teacher is concerned with observation rather than teaching. A set of guidelines is included in SCOAP which assists the teacher in carefully observing a child. In addition, the conditions under which the teacher observes the child are specified. Classroom assessment is an ongoing process which occurs daily. However, about three times a year the teacher focuses on assessment and carefully observes the child's development in the critical areas mentioned earlier. As mentioned, the first comprehensive assessment occurs shortly after the child enters the classroom. The second assessment occurs midyear and the third at the end of the year. The length of time required to complete this assessment varies among teachers. The second and third comprehensive assessment periods require only one week or sometimes even less because the teacher is so thoroughly familiar with each child.

From the assessment information, educational goals, teaching strategies and evaluation criteria (IEP) are established for each child in each of the developmental areas. A set of specific objectives is then determined to help the child achieve the long range goals. These objectives are sequenced in an order that will assure learning success for the child. As he progresses in mastering certain skills more complex tasks are presented until the child reaches his goal. The teachers write lesson plans or modify existing lesson plans to assist them in teaching the chld the skills and knowledge he needs to acquire. The PEECH approach requires that instruction be individualized for each child even though he/she may be taught in a small group. However, in certain instances a particular child may need an adult assigned to him for a period of time until he/she is able to be taught in a small group. A typical day includes three fifteen minute small group sessions. The groups do not exceed five children. The focus of one group is always on language development using an instructional process model derived from the Illinois Test of Psycholinguistic Abilities. Other sessions may focus on math, social studies, science, fine motor, and/or social skills depending on the needs of the children. These small group periods are alternated with large group and individual sessions such as art, motor, music, snack and child selected activities. Language, self-help and social skills are emphasized throughout the day.

Following is a typical daily schedule:

8:00 - 8:30 Preparation for instructional program. The profesional staff meet with paraprofessionals to train them to implement the specific instructional program of the day for the larger group, for small groups, and for individual children.

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APPENDIX C (concluded)

8:30 - 9:20	Arrival and child selected activities. This time allows the child to explore the classroom environment and to engage in an activity of his/her choice. It allows him/her to develop and pursue interests which the teacher can expand upon during small and large group sessions.
9:20 - 9:30	Group time. This is a time for the teachers and children to share information, ideas and materials.
9:45 - 10:00	Snack. This represents a semi-structured period where the transfer and reinforcement of concepts such as size, color, taste and shape acquired in the small group and individual periods can be accomplished Self-help and social skills are also emphasized.
10:00 - 10:15	Math small group session. Each teacher works with a group of 3-5 children.
10:15 - 10:35	Music and movement activities, language, fine motor and gross motor skills are emphasized during this large group session. Concepts introduced in other sessions may be reinforced during this period.
10:35 - 10:50	Social studies/science small group session. Each teacher works with a group of 3-5 children.
10:50 - 11:15	Outdoor play. Opportunities are offered for the children to develop large muscles. The children are directed to specific activities and cooperative aspects of play are stressed.
11:15 - 12:00	Clean up and departure.
12:00 - 1:00	Review of the day's instructional program. This period focuses on the evaluation and modification of the day's curriculum. This time is also used for recording child performance and progress.
1:00 -	Preparation for lessons, parent contacts, and inservice training.

The classroom staff establishes and maintains an environment which promotes appropriate behavior. Appropriate classroom behavior is shaped through a systematic, positive approach based on: 1) simple, explicit definitions of rules and procedures, 2) reinforcement of appropriate behavior, and 3) consistent, immediate consequences for infractions of rules and procedures when necessary.

CHAPTER 9

The Ohio State University
Directive Teaching Model (D-T)

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9.1 OVERVIEW

The Directive Teaching (D-T) approach, currently sponsored by the Ohio State University (OSU) Faculty for Exceptional Children, originated from the experiences of Dr. Thomas M. Stephens as coordinator of the Learning and Behavioral Disorders Program at the University of Pittsburgh from 1966-70. The D-T approach was formally established in publication by Dr. Stephens in 1970. As professor and Chairman of the Faculty for Exceptional Children at The Ohio State University, Dr. Stephens has directed research and development of this approach over the past eight years.

As an instructional system, D-T is based on the principles of behavior modification, reinforcement theory, feedback theory and cybernetics. The D-T philosophy stresses the importance of consistent and systematic reinforcement and role modeling within the child's learning environment.

The program's primary goal is to teach basic skills--reading, mathematics and social skills--to children within the classroom. Teachers are taught specific skills which enable them to be effective in academic and social instruction while simultaneously responding to classroom management concerns (Stephens 1970, 1976). Parents are encouraged to support the child's learning by providing positive reinforcement and role models within the home. By being involved in goal setting and internalizing controls learned through parent and teacher supplied reinforcements, the child learns self-management as well as basic academic skills.

The D-T approach has been field tested in diverse learning environments, from large, structured public school classrooms to small, less formal home-based programs. Economically disadvantaged students formed a majority of the target populations in the Baltimore inner city schools, in the Thurber School in Columbus, Ohio and among the Lakota Sioux in South Dakota.

In Ohio, D-T has experienced broader exposure and provided extensive teacher training experiences. Teachers from all over the state have participated in three-week summer workshops where they are introduced to the approach and actually work with children in supervised groups, using the behavioral methods presented by the workshop leaders and by films and printed materials. These workshops will be described more fully later in this chapter in the discussion of preservice and inservice training. The Ohio State Department of Education has endorsed and supported this program by requiring that tutors of learning disabled students participate in a D-T training workshop prior to certification.

Field testing of this approach has been extensive. Appendix A includes data from sites which best exemplify the extent and diversity of experience with D-T implementation. Further site-specific information can be obtained from numerous studies, particularly doctoral dissertations, included in the reference list at the end of this chapter.

Although D-T has been used in kindergarten through high school level classrooms, this chapter focuses on program characteristics and implementation plans and strategies in grades K-3 relevant to its potential as a FT sponsor.

9.2 THE PROGRAM

9.2.1 Program Objectives

Behaviorally-specified objectives are expressed at three levels: child, parent and teacher (Stephens and Magliocca, 1979a). The specific objectives at each level are:

Child Outcomes

- The child's academic performance in reading and arithmetic will be achieved at a level equal to or greater than their reading/arithmetic expectancy scores.
- The child's social skills in support of academic performance will be improved at a greater rate than baseline conditions to meet age/grade expectancies.

- The child's skills in self-organization and self-management will be improved at a greater rate than baseline conditions to approximate age/grade expectancies.

Parent Outcomes

- Parents will have demonstrated skills in identifying, discussing and utilizing relevant educational information for their child.
- Parents will have demonstrated specific skills in developing self-mediating learning and management skills with their child.

Teacher Outcomes

- Teachers will have demonstrated desired skills in assessing, planning, instructing and evaluating students as specified by the D-T approach.
- Teachers will have demonstrated appropriate application of positive behavior management techniques with students in developing academic and social skills.
- Teachers will have demonstrated appropriate skills of classroom organization and management based on behavioral cybernetic principles.
- Teachers will have demonstrated appropriate skills for shifting from teacher-mediated control to student-mediated control in learning and management tasks.
- Teachers will have demonstrated appropriate skills for interviewing and training parents in utilizing positive behavioral techniques for tutoring and management.

9.2.2 Program Inputs

D-T is a highly structured and systematic approach to teaching basic reading, math and social skills. To accomplish its objectives, D-T has two components:

- the Directive Teaching Instructional Management System (DTIMS), and
- the Visual Response System (VRS)--optional.

DTIMS helps teachers to structure their activities for purposes of assessing students, planning based upon the assessment results, implementing instruction, and evaluating the effects of their teaching. Currently the skill content in DTIMS consists of 266 reading skills, 317 arithmetic skills, and 136 social skills. The system's design permits an expansion of skills in these subject areas as well as the inclusion of skills from other subject areas. Teachers are assisted by the following materials:

- skill statements in reading, arithmetic, and social behavior;
- criterion-referenced assessment tasks for each skill,
- worksheets and other stimuli for use with assessment tasks;
- performance criteria for each skill;
- strategies for teaching each skill;
- skills keyed to commercially available curriculum materials;
- worksheets and games for practicing the skills; and
- a classroom management manual.

The materials include skill statements in reading and arithmetic for grades K-3. The social skills can be used at any grade level.

Skills in reading and arithmetic were identified through a survey of commonly used basal textbooks. These are grouped within categories by levels of difficulty. Major categories in reading include auditory discrimination, comprehension, oral reading, phonetic analysis, sight word recognition and visual discrimination.

Examples: reading skill statements

Comprehension (classifying and categorizing)

Kindergarten level:	Name items in a series from left to right.
First grade level:	Read words in series from left to right.

Comprehension (recall)

First grade level:	Tell what is happening in a sentence.
Third grade level:	Say facts about a story after silent reading.

Major categories in arithmetic include measurement, numbers, numerals and numeration systems, operations and their properties, and sets.

Examples: arithmetic skill statements

Measurement (money)

Kindergarten level: Name penny, nickel, dime.

First grade level: State worth of penny, nickel, dime in cents.

Second grade level: Name amounts of money contained in groups of coins.

Third grade level: Write amounts of money shown using cent and dollar symbols.

Social skills were identified through a content analysis of 12 published behavior checklists, particularly those designed for use in elementary and special education. Those behaviors which can be readily observed in a school setting were used. The major categories in social behavior include environmental, interpersonal, self-related, and task-related behaviors.

Examples: social skill statements

Any level: Interpersonal Behaviors (helping others)

To help teacher when asked.
To help peer when asked.
To express sympathy to peer about problems or difficulties.

Self-Related Behaviors (responsible behavior)

To be regular in school attendance.
To take care of one's own possessions.

Each skill in DTIMS is incorporated into an assessment task which is used to evaluate a student's performance prior to teaching the skill. For example, at first grade reading level, the student is asked to listen to a short story and identify its topic. As a result of the assessment, a teacher can decide which skills have already been mastered, are in the process of being learned, are within a student's instructional range, and those which are too difficult for the student.

In DTIMS, instructional strategies, or plans, are provided for each skill. Currently, there are two strategies for each reading and arithmetic skill. Each strategy was field-tested and modified as suggested by teachers and other users. Strategies for teaching social skills differ somewhat from those in reading and arithmetic. Three different teaching strategies are available for each social skill represented by specific teaching tactics:

social modeling, social reinforcement, and contingency contracting. Users are urged to select the social modeling teaching strategy when target students never use the social skill, suggesting that they have not learned it. Social reinforcement and contingency contracting strategies are designed for use when the social skill has been learned and needs to be maintained.

Expenditures for materials and equipment are at a rate higher than the average classroom. A complete set of non-consumable DTIMS materials costs approximately $250 per classroom. In addition, it is desirable for each classroom to possess more than one basal series in reading. In this way several different methods of teaching reading can be utilized.

The resources required for the D-T approach were explicitly constrained in order to expedite transferability to most school sites. It is adaptable to any type of school environment. No special facility is required, although a controlled classroom environment is necessary. The teacher is responsible for establishing and maintaining the controlled environment by arranging the physical space in order to achieve specific objectives. For example, an area of the room should be established for small group instruction. Other areas should be designated as learning centers where students can work independently and privately on particular skills. In addition, structured classroom reward areas and a time out area are particularly important to the reinforcement learning model.

Personnel for each classroom consists of a teacher and a full-time aide (or a staff-pupil ratio of approximately 1 to 12). No special knowledge or background experience is required of teachers. However, a three week workshop (held during the summer) in the D-T teaching approach is required. Administrators and parents require 8 to 24 hours of initial training.

An optional component of the D-T approach, the Visual Response System, has been developed specifically to overcome the learning difficulties of the deaf. However, it has been found that the VRS is an excellent means for educating all children. The VRS uses the same curriculum materials as the DTIMS component. It is implemented as a small group instructional strategy within the classroom. Equipment for the Visual Response System includes six desks with attached overhead projectors and screens (3M Model #213 BED), a 35MM slide projector (Kodak Model 760), and a Duhane Filmstrip

Projector with 3 inch lens (Model #28A56A9). This special equipment involves an initial outlay of approximately $2,000 per classroom.

9.2.3 Program Process

The D-T approach involves four major steps in achieving its objectives; each step is dependent upon the previous one, and the process is cyclical. All instruction begins with (1) assessment of the student's performance in regard to specific instructional tasks and (2) a plan which is developed based upon assessment results. Then (3) the instructional plan is implemented through specific teaching strategies. Following instruction, (4) student learning is evaluated against the original instructional objectives. Based upon this evaluation, the process is repeated, either by moving on to a new objective or by reassessing and providing additional instruction in the same unmastered task. Unlike more traditional instruction, students are not required to move ahead as dictated by textbook content, but rather the pace of teaching is synchronized with the student's progress.

The teacher needs to plan a definite schedule, allowing sufficient time to introduce, teach and terminate instruction for each activity s/he wants to cover in a day. Mornings should be spent almost entirely in basic skills instruction; otherwise, there is no specific required teaching schedule. The emphasis on classroom management facilitates control of the student's behavior. It relies largely on the development of an effective reinforcement system, which means the teacher must develop rapport with the student, determine appropriate rewards for each student, and then systematically and consistently reinforce the student according to her/his performance.

In order to meet the primary objectives of basic skills learning, D-T at least requires that:

- the teacher be in control;
- the student accept or learn to accept the authority of the teacher;
- the teacher develop rapport with the student in order to effectively reinforce the student's behavior; and
- continuous assessment and evaluation of the child's progress be used to plan her/his instructional program.

The effectiveness of this approach is enhanced when parents are familiar with and support this program by involving themselves as classroom aides, tutors, or by developing a similar reinforcement system within the home.

9.2.4 Sponsor Acceptable Outcome Measures

Various techniques have been used successfully for assessing student performance. Teachers may use any one or combinations of the following techniques: interviewing and surveying students, simulating tasks, using criterion-referenced measures, and observing. A student's performance is recorded showing her/his level of acquisition on each skill at the time of assessment and following instruction. Recordkeeping/tracking may be conducted manually by the teacher or through the use of a computerized program. In addition, a child's success in attaining basic reading and math skills is often measured by achievement tests, e.g., the Metropolitan Achievement Test or California Achievement Test. Social skills learning is assessed by direct and indirect observation and the use of rating scales or checklists. The most reliable and objective source of social skills assessment has been reported observations by two independent observers. While the demands of the evaluative reporting are minimal, it is for teachers the most objectionable element of the system. Field testing has suggested that routine monitoring and encouragement of teachers increase their data gathering and reporting.

Evaluation of parent involvement and teacher performance is more difficult and less formal. Assessment of the extent and degree of success of parent involvement relies solely on anecdotal data. Teacher performance is evaluated by observation and the use of rating scales and checklists, during the training workshop and within the regular classroom.

D-T users are expected to evaluate the success of the program at all three levels--child, parent and teacher. The focus of all assessment is to identify the factors which contribute to the child's development of school behaviors that influence achievement.

9.3 PROGRAM IMPLEMENTATION

The developers of the D-T approach are prepared to implement in sites which express an interest in DTIMS and are willing to evaluate the effects of the project. They would like to move from a teacher training orientation to a school/community model. They have a particular interest in further implementation in Ohio, although they are willing to and experienced in implementing D-T in other geographic locations. Their interest in Ohio is due to accessibility and ongoing relationships with Ohio schools which they have maintained over the past few years.

9.3.1 Implementation Inputs

The D-T replication strategy includes several important factors:

- commitment to the model project from the school staff themselves;
- understanding and support of the project among instructional leaders (superintendents, principals, coordinators, and key teaching personnel);
- a written agreement detailing requirements by sponsor project staff and model site staff; and
- a management plan to ensure smooth implementation.

The amount of time required to introduce and implement the D-T approach in new sites varies with schools and principals. In the past, a developmental period of three years has been necessary; the school is then self-sufficient in continuing use of the approach and training their own teachers in DTIMS. Some schools may be ready in one and a half to two years, although this is the exception rather than the rule. Following the initial three-year implementation period, the sponsor would provide continuing support to the school(s) on a consulting basis.

The OSU Faculty for Exceptional Children has available the materials necessary to introduce D-T in new FT sites. With the support of a computer system, all necessary printed materials, including orientation and teaching materials, can be revised and expanded to accommodate specific school needs. The present office space at The Ohio State University is sufficient to include expanded field operations. Additional space would be needed if the sponsor is required to develop a University-based lab school. Several Columbus schools are currently available as demonstration pilot projects. The only on-site requirement is adequate office space for project staff within each school.

The D-T sponsor staff would include a project manager and a small support staff. The manager would be the overall director of the project, and would be responsible for planning and development. S/he and site level project staff would be assisted by a staff of four to five professionals trained in DTIMS and currently available on a consulting basis. They would be responsible for updating and developing new materials and providing training support.

A research and evaluation specialist would be employed on a full-time basis to act as a liaison between the project manager and key school personnel, particularly principals. The specialist's primary responsibility would be site data collection and evaluation. As the sponsor-site linking agent, s/he would spend time at both OSU and in the school(s); the amount of time spent in each place would be determined by the evaluation needs of the project at various stages.

The on-site, sponsor-provided staff or project team would include three full-time professionals, trained and experienced in the D-T approach. Cumulatively, among themselves, these people must have knowledge and experience in curriculum development, training, and theory. In addition, it is recommended that one graduate student be involved on each project team to provide support to the professional staff and to be trained in the approach. Essentially, the project team is prepared to respond to specific school needs, e.g., curriculum workshops, learning centers, or materials keyed to new reading programs.

The number of personnel and project teams depends on the number of sites involved. Ideally, one project team per site is recommended; one project team per two sites is possible. Within the school this approach requires a full-time teacher and one full-time aide per classroom. D-T staff are open to working with any school personnel interested in its methods and presence within the school.

9.3.2 Implementation Process

The following D-T plans for implementation as a FT sponsor are modeled on their experiences in implementation in the Baltimore and Pittsburgh city schools.

The project staff would introduce the approach at the local school building level. With the clear knowledge and support of the chief school officer in the sponsoring school district, the D-T approach would be presented (including slides, films, and tapes) to principals with representative teaching staffs from each potential school site. Printed materials would be distributed to all participants describing the methods, materials and equipment which make up the approach.

At this orientation meeting, the principal and several teachers of an existing pilot project would be available to present their views of the project. D-T project staff would facilitate a straightforward, frank discussion on the implementation of the model between the two groups of practitioners. They would discuss and explore particularly the benefits, problems, time and effort involved in implementation.

The D-T project staff would visit each potential school site to examine the facility, determine that the composition of the student population meets FT requirements, ensure adequate spatial requirements for the project, answer any general staff questions, determine the principal's and teachers' support for the project innovation, and identify any specific problems which need to be resolved before implementation. An outline of an implementation agreement between project staff and school staff would be sent to the principal. This agreement would specify the conditions under which both parties agree to implement the project. Project staff would specify the training, materials, equipment and other provisions which the project supplies. The potential site must also guarantee certain conditions such as: a specific amount of release time for inservice training, full participation and cooperation with evaluation design, the purchase of specific materials, plus any specific conditions to be corrected which were identified in project staff site review.

With concurrence of the chief school officer, and in cooperation with the principal of the school, the project staff would develop a management plan to cover the first year of implementation. This plan would be renegotiated and revised in the second and third years of implementation, based on the previous year(s)' experience.

Each summer project teams would provide three-week workshops in individualized instruction, classroom organization and management, and supervisors' training. The individualized instruction workshop is the required preservice training for principals and teachers within schools adopting the D-T approach. This workshop includes presentation of the model, printed materials, and a forum with principals and teachers from existing pilot projects. During the workshop, teachers are provided the opportunity to use DTIMS with children in a supervised lab setting. Each teacher's performance is evaluated by the project staff. Twenty to thirty trainers are currently available to conduct these workshops.

Follow-up inservice training sessions and support would be provided in response to specific school needs. These might materialize in the form of problem-oriented workshops, e.g., curriculum, classroom management, or project implementation issues. Participants would include principals, teachers and other key personnel, such as, school psychologists, social workers, counselors, and behavioral specialists. Materials would be revised and developed as needed.

In addition to pre- and inservice training, a quarterly magazine--The Directive Teacher--is available to practitioners through subscription. This magazine contains articles and ideas useful to school personnel who are involved in implementing the D-T approach.

Parents of students are encouraged to participate in model workshops--orientation, preservice and inservice. One-day orientation workshops are specially available and recommended to familiarize parents with D-T philosophy and methods. The preservice and inservice workshops would be open to parents interested in training as classroom aides or tutors.

A good working relationship between the sponsor and its model sites is critical to successful implementation. Continual day-to-day contact between project staff and school personnel must reflect united effort and leadership. The on-site project team and key school staff in each site would meet monthly to facilitate communication, identify problems, and solicit feedback upon which modifications can be made.

The D-T sponsor feels that it is important for the principal and teachers to be identified with the project, and for the principal to be the leader. As project sponsor it sees its role as one of facilitating and aiding effective implementation in the school. If principals and teachers feel it is "their" program, one they chose to implement and work with towards improving the academic performance and social skills of their students, then they are proud and eager to share their results with other schools. In this way, they become natural and strong proponents of D-T and provide valuable feedback to the sponsor for future planning and development.

9.4 READINESS FOR IMPLEMENTATION

The strengths of D-T lie in its well developed materials and methods to train teachers in classroom instruction that improves children's achievement of basic skills. To implement D-T as a FT program would require further development of the approach in two areas--parent involvement and community assessment.

Parent outcomes are included in the model objectives and parents are encouraged to support their children's learning by providing a reinforcement learning situation at home and/or by participating as classroom aides or tutors. While these opportunities are available to parents, how contact is initiated and sustained is not clear. Inputs into this aspect of the program need to be expanded to include, for example, learning materials for home use, and parent groups or activities to facilitate parent-teacher and parent-parent interaction. In general, a strategy for more active parent participation could be developed, one that is responsive to family needs and optimizes the parent's contribution to the child's learning.

The second area that requires further attention is the method of community assessment. In the past, the D-T sponsor depended largely on the local school superintendent for information about a community's needs and resources. The sponsor needs to be more directly involved in identifying community leaders and key local people with knowledge of and experience in the community necessary to evaluate its readiness for implementation of D-T. This initial contact would help to establish a relationship with the local community that would affect future support of and involvement in the program, once adopted. In fact, this sponsor-community relationship and parent involvement are closely related factors in program implementation.

D-T has undergone extensive field testing and has experienced success within pilot schools. These data are available in numerous site studies and reports cited among the references.

The approach is equipped with materials, trained staff, and technology for further implementation. With FT support it would be implemented on a "project level," with a stronger school/community base. D-T offers a structured approach in teaching basic skills to kindergarten through third grade children, which, in its design, is flexible and adaptable to diverse school settings.

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APPENDIX A

EXTENT OF FIELD TESTING

APPENDIX A

Extent of Field Testing

School/Community	Type of School		Grades	# of Classes	Dates and Duration	Additional Comments
	Lab/ Non-lab	LEA/ Non-LEA				
Baltimore Public Schools	non-lab	LEA	K-3	--	1973-76	6 pilot inner-city; almost 100% Black population; some oriental & Vietnamese
Cook County, IL	non-lab		K-6	approx. 150	1976-present	35 school districts; special education, l&bd, emr
Thurber School, Columbus, OH	non-lab		K-6		1971-74	600 students; all classes within this school
Pittsburgh Public Schools	non-lab	LEA	8-10 y.o.	5	1968	learning disabled children
So. Dakota Dept. of Public Instruction	non-lab	LEA	pre-school thru 3	NA	1971-73	6 sites; home-based
Holy Family Institute Pittsburgh, PA	non-lab	non-LEA	K-6	5	1967-71	dependent, neglected children
Springfield, OH City Schools	non-lab	non-LEA	K-6			trained teachers in individualized instruction; Title III project
Lancaster, OH	non-lab				1969-75	tutoring individualized instruction; Title I project
Northwood Elementary School, Columbus, OH	non-lab	LEA	non-graded 7-9 y.o.	1	1974-75	special class; learning disabled children

CHAPTER 10

Antioch-New England

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10.1 OVERVIEW

This approach is a synthesis of the program at the Harrisville School and the preservice and inservice education components of Antioch-New England's Elementary Education and Developmental Teacher Consultant programs.

The Harrisville School was founded in 1972 under the sponsorship of Antioch-New England Graduate School by David Sobel and Tina Staller. In 1974 the school became separately incorporated and during 1978 became the only private institution in New Hampshire to be contracted by a town to provide public kindergarten. The school has strived to involve the economically disadvantaged population of the surrounding rural towns. A tuition assistance progam ensures that no child is turned away for financial reasons.

The philosophical orientation of the approach is grounded in developmental psychology. The founders and faculty are educated in the rhetoric and research of Jean Piaget and Heinz Werner and the curriculum reflects the belief that a child's affective and cognitive growth follow well delineated sequential stages. The sponsor attempts to honor the progression from concreteness toward abstraction. As one teacher at the school said, "Equal emphasis is on arts and sciences and numbers and words and symbolic representation. The goal of the school is for children to have a chance in as many ways as possible to express themselves. Some ways for children to express themselves are through clay and woodprinting as well as writing and mathematical and scientific expression." At The Harrisville School children express themselves through dance, visual arts, three-dimensional modeling and sign language as well as the conventional means. Accentuating the uniqueness of each individual and fostering productivity, confidence, self-direction, discipline and problem solving are major concerns of the sponsor. (See Appendix A for a statement of the mission and purpose of the Antioch/New England Graduate School.)

The program has been tested for seven years at The Harrisville School located in Harrisville, New Hampshire. It serves children aged 4-9 from pre-K through third grade. The student population includes average children, low-income children, and children with special needs--including physically handicapped, mildly mentally retarded, emotionally disturbed, learning disabled and gifted. Special needs children make up approximately 10-15 percent of the total enrollment, and they are integrated into the regular classroom.

To avoid competing with the public school system, with whom they have developed an agreement (see Appendix B for the agreement form), The Harrisville School has a limited enrollment in grades 2 and 3. The school has provided internships and teacher training for approximately 20 Antioch graduates. Faculty of the school have taught in the Antioch education program for the past seven years thereby ensuring a close relationship between Antioch and The Harrisville School's approach.

Since the approach is implemented in one school at present, it has been tested only with the rural population for which it was designed. The sponsor is willing to expand to incorporate children from the Northeast instead of remainly solely a New England-based approach. The sponsor feels very strongly that an approach must incorporate children's living environments into the curriculum. This implies that the sponsor must have an awareness and an understanding for the region in which the school is located.

10.2 THE PROGRAM

10.2.1 Program Objectives

- To have children perform up to their developmental level in skill areas of reading and math.
- To provide for effective mainstreaming of special needs children into regular classrooms at a ratio of approximately 1:8.
- To decrease frequency and seriousness of disruptive behavior in classrooms and on the playground.
- To increase positive attitudes towards school participation and program among children, teachers and parents.

- To encourage the exploration and articulation of a wide variety of expressive media, including movement and dance, visual arts--drawing and painting, drama, three-dimensional modeling with plastic materials, sign language, etc.
- To develop the ability of active problem solving among students and teachers.

Regardless of the level of development, the child will be offered a variety of appropriate direct experiences to reach what the teacher judges as his/her appropriate conceptual level. Joseph Chilton Pearce, in his book, The Magical Child portrays the shape of these developmental processes saying:

> From birth, the growth of intelligence is a progression from the concrete towards the abstract. By concrete, I mean the physical substance of this living earth and its principles. By abstract, I mean the products of the mind's own creativity rather than the actual material substance of the earth. Just as evolution has been a movement toward more complex thinking forms, the growth of thinking is a movement from concrete thought (knowledge of, and ability to respond to, the physical events of the earth) toward purely abstract phenomena (the thoughts occurring within the mind itself).
>
> All thinking arises out of concreteness, which means out of the brain patterns resulting from actual body movements of interacting with actual things. To nurture intelligence in the young is to honor this progression from concreteness toward abstraction. Only out of this kind of knowing can abstract thought develop.

10.2.2 Program Inputs

The Harrisville School presents a two-fold approach to subject matter: (1) curriculum based on the interests of children, and (2) skills which need to be taught. The sponsor believes that skills can best be learned when approached through the interests of the children, yet realizes that, at times, direct skills need to be taught for themselves.

The curriculum to a great degree is based on the children's interests. If whales become a focus, all subject areas can be reached through this topic. Whales can be drawn, can be made to scale with various materials (sewn, stuffed, molded) and can be written about. Questions can be addressed, e.g., What products are extracted from whales? Where do they live? How do they live? What role do they play in the world? What is their mythology? How do they move? Consideration of these questions will cover and include math, reading, science, social studies, and geography. Topics are explored through various forms of direct experience--creating, singing, moving and will be conceptualized by drawing pictures, writing stories, using research books for finding information and writing books.

The school is designed to have various centers which allow for movement from one center to another by both teachers and students. Since most centers need not be available all of the day, one center can be used for various types of activities at different times. Teachers try to make use of their classroom and available space in the school to provide centers for the following activities: Noisy Activities, Quiet Activities, Messy Activities (accessibility to water), Reading Area, Dramatic Performances, Movement, Cooking Area.

The approach does not require individual desks for children, although it is not considered detrimental for children to have their own desks. It is important to have tables of various styles so children can work alone, in pairs, or in larger groups. Furniture needs to be sized to meet the needs of the children, not adults. Materials that are frequently used need to be accessible to children. Whether a teacher has a desk, or an area, or nothing at all depends on the teacher's needs and style of teaching.

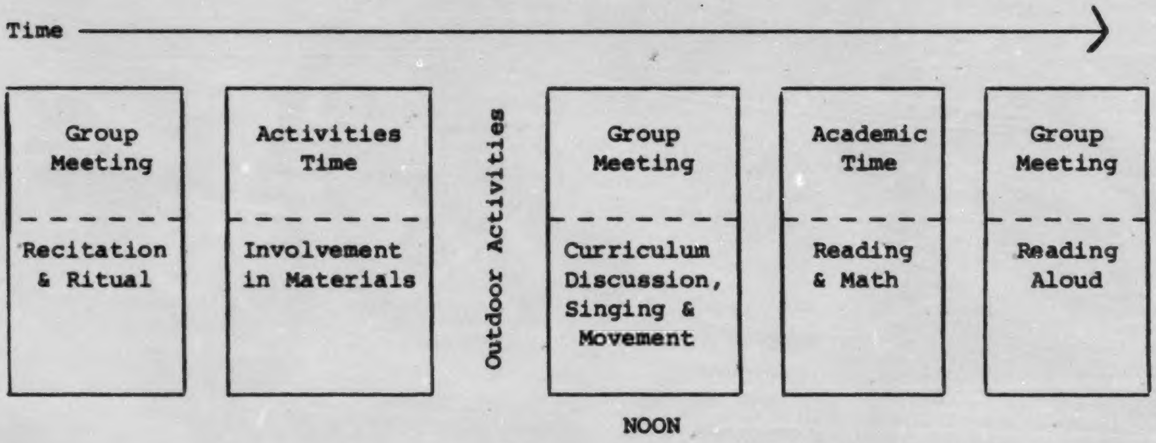
The teachers at The Harrisville School have received their teacher training at the Antioch-New England Graduate School, have been trained in child development and observation skills; through their training, they have learned how to order space and time and generate appropriate activities to meet children's needs and interests. The teacher training for FT will expose teachers to these theoretical and practical applications of the approach's base.

The approach's ratio of students to teachers in kindergarten is approximately 15 to 1. It is possible to have a higher ratio in grades 1 to 3 as children become more self-directed and require less supervision. The presence of aides (such as Antioch interns), tutors, and parent volunteers decreases the ratio and allows for a wider range of activities as well as more one-to-one work.

10.2.3 Program Process

The sponsor believes that young children learn best by beginning with direct (bodily) experiences with concrete materials, and then moving to the conceptual. This approach applies to all subjects. At the same time this experiential system is supported by direct skill building exercises. For example, in reading, a language experience approach is employed as well as direct phonic instruction and controlled vocabulary series. This approach to learning not only applies to each subject area, it often merges numerous subjects into one experience, e.g., cooking brings together math, science and reading.

The program consists of three essential elements: (1) activities time, (2) group meetings and discussions, and (3) academic time. Below is a diagram of the day's structure:


Time
Group Meeting
Recitation & Ritual
Activities Time
Involvement in Materials
Outdoor Activities
Group Meeting
Curriculum Discussion, Singing & Movement
NOON
Academic Time
Reading & Math
Group Meeting
Reading Aloud

During activities time, closely supervised activities such as cooking, large and small block construction, sewing and weaving, woodworking and painting are available every day. Other materials and activities, such as candle-making, bridge-building, rocket construction and work with clay are introduced for limited periods of time. Seasonal activities are also stressed. As the year progresses, the children carve jack-o-lanterns, put up pickles, stuff scarecrows, cut down a Christmas tree, tap the maples, plant a garden and collect mushrooms. A sensitivity to the weather and seasons is encouraged by a long outdoor period at the end of the morning. Group games, sliding and climbing, explorations and tracking encourage an active involvement with the outdoors.

The group meetings during the beginning, the middle and the end of the day provide the transition from activities to academics. Singing, recipe discussions, movement lessons, number and counting exercises, experiments and story reading all encourage listening, looking carefully and participation. Discussions centered around children's work and language arts activities take place which help the children understand the relationship between the spoken and written word.

Academics develop from the children's interests. The reading process at the school starts with an encouragement of children's speech and continues by formalizing spoken language in drawings, discussion, making books and displays of written work. The approach stresses that it is important to personalize reading, and this is accomplished by having the children learn phonics and by reading from their own work. The child's first reader is often something s/he has written. Mathematics is similarly approached by involving children in activities that demand calculation. Numerous activities--cooking, woodworking and sewing projects--demand planning, measurement, and accuracy.

Nothing is pursued for only one day. When an interest evolves in the class, it is pursued from many different angles. The program is constantly extending the child's interests, taking her/him deeper and further into a topic. Appendices C and D present two forms of curriculum development. Appendix C shows the activities and experiences that can be generated from the study of a single material--wood. Appendix D shows what activities were covered during a candles curriculum.

10.2.4 Sponsor-Acceptable Outcome Measures

At present, the teachers use informal methods of recordkeeping and evaluation. Teachers keep weekly anecdotal records and monitor the progress of students in academic and affective areas. Parent conferences are held twice a year, and final written reports are done for each child. The teachers at the Harrisville School are in continual contact with local public school teachers, keeping abreast of the expectations of these teachers for incoming students. The relationship with The Harrisville School District has further formalized this process. Until now there has been no standardized testing of Harrisville School students, though the sponsor is anxious to begin such a process.

The sponsor's vision of an evaluation model is a synthesis of quantitative and qualitative evaluation techniques. The sponsor believes that quantitative testing of academic performance is important, but does not constitute the whole picture. The sponsor would like to develop a thorough method of documenting and evaluating children's work and teachers' successes through formalized observations, further recordkeeping and discrepancy evaluation techniques. The sponsor needs to develop an articulate strategy for doing this and is prepared to do this in the upcoming year.

10.3 PROGRAM IMPLEMENTATION

10.3.1 Implementation Inputs

The physical characteristics required at a site include:

- small office in school;
- resource library of curriculum materials; and
- materials-making space/teacher's workroom.

The classroom should have various activity centers and quiet areas. Areas for cooking, crafts, reading, napping, large and small motor activities are necessary. Whether or not the teachers and students have desks is negotiable, as discussed previously. A lending library containing resource materials relevant to the courses parents are studying in the parent meetings is needed.

The Antioch-New England faculty will survey the candidate school's materials. Below are listed required materials:

- Reading and Language Arts
  - A. Direct Instructional Approach
    1. Direct phonic instruction materials such as "Words in Color".
    2. Controlled vocabulary books such as the Lady Bird series.
  - B. Variety of Language Arts Materials
    1. Children's literature--large collection on a variety of subjects; magazines.
    2. Language games, puzzles, matching, classification games.
    3. Drawing materials.
    4. Record player, records, tape recorder.
    5. Materials for dramatic play and role playing.
- Math
  - A. Direct Computation Approach
    1. Workbook--Scott Foresman or something similar.

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B. Math Experience Materials such as:

1. Cuisenaire rods.
2. Pattern blocks.
3. Dienes blocks.
4. GEO boards.

- Materials for Expressive Activities--blocks, play space, puppets, paints, plastics, materials from the natural world.

The approach will use staff from The Harrisville School, Antioch faculty, and community people during the implementation process. The sponsor would like to draw on proficient teachers at the Harrisville school to teach the teaching techniques.

Orientation, preservice and inservice training will be staffed by the Antioch faculty and The Harrisville staff while the cultural assessment of the community will be done solely by the Antioch faculty.

Below are listed the new staff positions required and the background necessary for each position.

- Project Director--public school teaching; general administrative background.
- Full-Time Evaluator--research background.
- Parent Coordinator--social service background.
- Administrative Assistant--general AA skills.

10.3.2 Implementation Process

The sponsor believes strongly that the people who will be using the program must be involved in its planning and development so that it can be adapted to the community's needs and styles. The sponsor's first step, prior to formal implementation, would be an intensive investigation of the community. This would entail formal and informal interviews with teachers, school administrators, supervisory personnel, parents, children, school board members, community leaders and other appropriate members of the community.

During this period the sponsor would collect data and develop a profile of the site's needs and possible strategies for change. Following this preliminary investigation, a planning committee composed of members from several of the above groups, Antioch faculty and staff from The Harrisville School would plan an implementation strategy.

The sponsor has used this planning procedure in the past and found it to be extremely effective both in terms of developing a realistic plan and also in terms of developing community commitment to the changes being suggested. Antioch believes that this process affects the long range operation of a new program after the demonstration period and funding have ceased.

This program, called the Developmental Teacher Consultant Program, is now in the first stage of implementation under a USOE BEH grant. The initial planning process which was used in the development of the program included input from representatives of special educational interests. As the program has evolved, Antioch has included a great deal of feedback input received from representatives of the seven targeted districts. It is intended that feedback from program participants will be solicited throughout the implementation process.

The sponsor is very interested in beginning implementation in only one new site, believing that a site close at hand would provide for close monitoring of the program. One site that the sponsor has considered is the Bellows Falls, Vermont School District. The sponsor has initiated contacts with the superintendent's office in this district and is presently working with some of its teachers. The district consists of a variety of larger village schools and scattered rural one-room to three-room school houses. Most of the towns have a significant proportion of economically disadvantaged students. Working with districts like this would be consistent with Antioch's commitment to the New England setting and to the maintenance of small and moderate sized institutions. (See Appendix D for Antioch, New England mission statement.)

The sponsor plans a three-year implementation process which focuses on three major areas: (1) teacher training and classroom needs, (2) administrative training, and (3) parent involvement.

The teacher training and professional development is conceptualized in the same terms as the sponsor's educational approach. There is a commitment to integrated practice and theory. One component of teacher training will be the theory on which the model is based, the other component will be the practice of working with materials and developing support groups around classroom issues. See Figure 10.1 for the implementation time line associated with teacher training.

For the first year, one afternoon a week (from approximately 12:00 to 5:00 p.m.) is planned for inservice training. This will require release

FIGURE 10.1

Teacher Training Model

Year 1

Professional Development--Two Components for Everyone

Theory	Practice	
All Year	Half Year	Half Year
Human Development/Conceptual Development & Learning Theory/School Visitations/Observing and Recording/Left-Right Hemispheric Theory/Language Development	Methods & Materials for Concrete Curriculum; Math/Math Experience/Remedial Math	Integrated Arts; Reading/Language Arts/Remedial Reading
	Class visitations; curriculum planning; support group--on-going discussions of program.	

Year 2

Development of Two Strands

Continuing Teacher Training/Classroom Evolution--Emphasis on Special Education.

A. Course topics would include:
Educational Evaluation & Assessment/Individual Prescriptive Programming for Children with Special Needs/Strategies for Effective Behavior Management/Parent Education/Counseling/Child Advocacy

B. Continuing methods classes including:
Environmental Ed/Music/Local History.
Teachers would be involved in deciding course topics and in doing workshops.

Organization Consultation & Teacher Traini
--for developing self-sufficiency program.

A. Course topics would include:
Mainstreaming/Organizational Analysis/Development of Consultation Skills/Group Relations Conference/School and Community Relations/Design and Implementation of Training Program

B. Involvement of participant in planning training.
Involvement in organizing and running staff development in district.
Involvement of administration in these courses.

Year 3

Passing the Baton

Curriculum Planned Exclusively by Teachers--Feedback
Greater Development of Local Teachers--Trainers in Training
Planning for Reduction of Federal Monies
Focus on In-Class Work with Teachers/Modeling in Class

TABLE 10.1

Teacher Training Model

Year 1

Professional Development--Two Components for Everyone

Theory	Practice	
All Year	Half Year	Half Year
Human Development/Conceptual Development & Learning Theory/School Visitations/Observing and Recording/ Left-Right Hemispheric Theory/Language Development	Methods & Materials for Concrete Curriculum; Math/Math Experience/Remedial Math	Integrated Arts; Reading/ Language Arts/Remedial Reading
	Class visitations; curriculum planning; support group--ongoing discussions of program.	

Year 2

Development of Two Strands

Continuing Teacher Training/Classroom Evolution--Emphasis on Special Education.

A. Course topics would include:
Educational Evaluation & Assessment/Individual Prescriptive Programming for Children with Special Needs/Strategies for Effective Behavior Management/Parent Education/ Counseling/Child Advocacy

B. Continuing methods classes including:
Environmental Ed/Music/Local History.
Teachers would be involved in deciding course topics and in doing workshops.

Organization Consultation & Teacher Training --for developing self-sufficiency program.

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Mainstreaming/Organizational Analysis/ Development of Consultation Skills/ Group Relations Conference/School and Community Relations/Design and Implementation of Training Program

B. Involvement of participant in planning training.
Involvement in organizing and running staff development in district.
Involvement of administration in these courses.

Year 3

Passing the Baton

Curriculum Planned Exclusively by Teachers--Feedback
Greater Development of Local Teachers--Trainers in Training
Planning for Reduction of Federal Monies
Focus on In-Class Work with Teachers/Modeling in Class

time for participating teachers. The practice component, based on Antioch-New England's Graduate School Education program, will involve workshop seminars in reading, math, arts, and elementary education, while the theory component will involve developmental theory, school visitations (to the Harrisville School and other sites) and training and recording children's behavior.

During the first year the sponsor will (1) make extensive classroom visitations, (2) participate in curriculum planning, (3) demonstrate teaching behaviors by guest teaching and in participating classes, and (4) facilitate the formation of a support group among teachers. Teacher "ownership" of the implementation process will be stressed to encourage their responsibility in directing and integrating training. This will also facilitate communication among teachers and the sponsor, thereby insuring a feedback loop as to how smoothly the implementation process is proceeding.

During the second year, training will continue on a one afternoon a week basis; two training strands will emerge. One strand will be a continuation of professional development with an emphasis on special education needs. Another strand will be formed to emphasize the development of organization consultation and teacher training skills. To ensure participation, teachers involved in this strand will receive course credits from the Antioch-New England Graduate School. This will begin the process of transmitting the sponsorship role to the local district. Faculty from the sponsor's programs in Administration and Counseling Psychology will participate by providing in-service instruction in this aspect of the program. Teachers in both strands will play an increased role in determining their training needs, and those in the training strand will become responsible for the staff development training in the district.

In the classrooms, emphasis will be on mainstreaming special needs children and designing curriculum around their needs.

During the third year, on-site training will decrease to twice monthly. Responsibility for training will be assumed largely by the local trainers with consultation by sponsor staff. Work will continue in classrooms to evolve integrated curriculum. The sponsor does not want to overly specify the content of the last year of training in order to allow the evolution of special projects among the district staff.

The sponsor plans for monthly meetings with principals, the superintendent, assistant superintendent, specialists and district-wide administrators to discuss what is happening in the program. This will entail progress reports, information sharing and feedback about how the community feels about the program. These meetings will partially adjoin the teacher inservice meetings so that the administrators have an opportunity to take part in materials workshops. The sponsor feels it is important for the administrators to go through the learning process like the students and teachers involved in the model to facilitate communication.

During the beginning of implementation the administrators will have an orientation period of about ten hours for planning and designing the program. They will also visit The Harrisville School at this time. The administration will be involved in all aspects of the program--space planning, parent program, materials workshops and evaluation over the life of the project.

Just as the sponsor plans to have proficient teachers from The Harrisville School participate in the teacher training process, practicing administrators from the administrative area of Antioch and principals who are working with Antioch will also participate in the administrative training process.

The sponsor plans to have monthly meetings with parents. The time of day of these meetings will depend on the community's needs; one possibility would be to provide supper and child care in order to increase parent participation.

The first half of the years will be an orientation given by sponsor staff about what their children will be doing. Over the three years, the sponsor staff will provide: methods and materials course; discipline techniques based on Glasser; a forum discussion of single parenting; talks by health specialists on dental care, diet, nutrition, etc.; information about community resources; and open houses in which the teachers will share the classroom experience.

Parents will work in the classroom on special projects such as field trips, cooking, and helping with individual reading. Each parent will take part in the classroom for two days twice a year or, hopefully, more. Once a year there will be an all-family field trip, a New Games Festival, and several times a year there will be parent-organized family picnics which will include fund-raising projects to provide money for future field trips.

During the first six months the teacher will visit each child's home. The parent coordinator will get to know the families and collect data on family needs. Outgrowth of this information could go in many directions; the sponsor plans to have the family services provided match the needs of the families.

The Parent Coordinator will draw in appropriate people to work with parents such as parents from The Harrisville School, teachers, an expert on Glasser's discipline techniques, dietitians, other persons involved in social sciences, and faculty from Antioch--New England. The Parent Coordinator will develop mechanisms for parent feedback such as telephoning, letters, interviews and parent newsletters.

Three times a year staffing will take place on each child in the program. Staffing is an evaluative process in which people from different aspects of the child's school meet together to discuss the child's progress. The initial session will take place during the beginning of the year and is designed for planning and gaining information from parents concerning their children; the intermediate session will be a checkpoint; and the final session, an evaluation. This will be coordinated by the classroom teacher as part of her/his observation process. Another component of the classroom teacher's observation process will be a developmental checklist such as the Wisconsin Early Strategies Program which will help the teacher discover problems in children which might otherwise go unnoticed until a later point in the child's development.

Sponsor staff will evaluate the prospective school's present form of reporting children's progress to their parents. The sponsor feels that parent reporting needs include the interests, talents, instructional development, and peer relationships of the students. If grades must be used, they should be in conjunction with a written assessment of the child. The sponsor plans to have mid-year and final conferences with parents.

The sponsor plans to use formal and informal program evaluation and also hopes to develop a new evaluative system. The informal evaluation will be a series of in-depth meetings with key staff, such as teachers, in which they will discuss how the approach's implementation is progressing. The formal evaluation will be Brinkerhof's Discrepancy Evaluation Model in which the persons involved in the process of implementation develop the goals. The evaluation shows the difference between the goals and the end result. The process is then adjusted accordingly.

10.4 READINESS FOR IMPLEMENTATION

The sponsor would like to do three things in order to prepare for implementation:

- Develop a comprehensive strategy for evaluation. The sponsor is invested in the idea of a marriage between quantitative and qualitative evaluation, feeling that this dual approach fits with the concepts of the model. This would entail a planning grant for one or two people to work with Pat Carini (qualitative) at the Prospect School in Vermont and with Everett Barnes (quantitative) at Kappa Systems Associates in Portsmouth, New Hampshire. Mr. Barnes has done work with many federal program evaluations in the state of New Hampshire. The Prospect School will be having a conference on Evaluation and Record Keeping in July which the sponsor plans to attend.

  The sponsor would also like to track some of the graduates of The Harrisville School and evaluate their progress in preparation for the evaluation process they will be doing in FT.

- Research and develop curriculum materials for second and third grades. Since the approach presently works with these upper grade levels on a limited basis, this will be a process of expansion rather than creation. The sponsor plans to work with Antioch graduates who interned at The Harrisville School and now hold positions as second and third grade teachers.

- Documentation of children's work. The sponsor believes it will be very useful to the implementation process to have the children's work documented in two ways. The first would be developmentally--the way the children of different age groups approach subject matter and materials. The second would be thematically--how the same themes pervade over years individually and in groups (dinosaurs, whales, etc.). No new staff would be required to do this but the process would probably entail renting more space at The Harrisville School in order to do the documentation and to have it available for site visitors to use.

APPENDIX A

Statement of Purpose

APPENDIX A

Mission and Purpose of
The Antioch/New England Graduate School

Antioch University was founded in 1852 by Horace Mann in Yellow Springs, Ohio as Antioch College. Throughout its history, the University has attempted to address: educational issues within a social or political context, student populations requiring special educational delivery systems, ignored student clienteles, subject matter not commonly addressed, and new educational and training ideas not yet sufficiently demonstrated so as to have acquired wide acceptability.

Antioch/New England Graduate School, founded in 1964 in Putney, Vermont as an integral part of Antioch University, holds several key values. We:

1) maintain an acute awareness of and responsiveness to New England, the region we predominantly serve, acknowledging and addressing the problems and needs germane to the area's diverse populations;

2) offer graduate programs and training which are directed at enhancing the quality of: life, the environment, both work and learning settings, and human relationships;

3) are committed to recognizing the uniqueness of persons involved with the organization in various roles (students, staff and faculty), and aspire to support their functioning in the roles without diminishing their individuality as persons;

4) are primarily involved in the training of practitioners and leaders;

5) believe that the learning process can be greatly enhanced by the integration of theory and practice; this is reflected in our various training programs by the combination of course work and practical experience;

6) acknowledge the special...but not exclusive...potential of small and moderate-sized organizations and communities (whether rural, small town or urban), to provide settings in which the values and aims outlined above may be pursued.

Consistent with these values, education, research, and service at Antioch/New England emphasize the:

1) preparation of students for careers in small and moderate-sized organizations and communities, while not ignoring the potential of careers in large organizations and communities;

2) training of students to develop an understanding of and capacity to assume the multiple roles inherent in any work;

3) assisting of students in learning about the personal, pragmatic and philosophical, as well as technical, aspects of assuming professional roles and responsibilities;

APPENDIX A

(continued)

Potential Mission Dimensions
Page Two
6/5/78

4) balance between two sets of educational concerns: faculty authority and responsibility for determining program structure and degree requirements; and student authority and responsibility for developing paths to fulfill degree requirements in ways that meet individual educational needs;

5) maintenance of an awareness of the dilemmas inherent in assuming the roles of "learner" and "teacher," and is committed to grappling with these dilemmas in an open manner and in the spirit of inquiry;

6) furthering of the professional and intellectual development of "learners" whose decision to attend graduate school is intertwined with other life transitions.

APPENDIX B

The Harrisville School/School District Contract

APPENDIX B

HARRISVILLE, NEW HAMPSHIRE

HARRISVILLE SCHOOL DISTRICT

CONTRACT WITH THE HARRISVILLE SCHOOL

MEMORANDUM OF AGREEMENT made this 20th day of September, 1978 by and between the HARRISVILLE SCHOOL DISTRICT, located in the County of Cheshire and State of New Hampshire, and THE HARRISVILLE SCHOOL located in the County of Cheshire and the State of New Hampshire.

WITNESSETH: That

WHEREAS, said HARRISVILLE SCHOOL DISTRICT does not maintain a Kindergarten Program and is desirous of having a maximum of eight (8) of its pupils who have attained the age of five years by September 30 and who seek a Kindergarten education attend the Kindergarten in THE HARRISVILLE SCHOOL, and has authorized its School Board to make a contract for such Kindergarten education; and

WHEREAS, THE HARRISVILLE SCHOOL maintains a Kindergarten Program approved by the Department of Education of the State of New Hampshire, and, through its Board of Directors, is willing to receive said scholars and afford that the complete course of instruction now given in its School.

NOW, THEREFORE, IT IS AGREED that the HARRISVILLE SCHOOL BOARD will send its Kindergarten pupils to the Kindergarten of THE HARRISVILLE SCHOOL, and THE HARRISVILLE SCHOOL Board of Directors hereby agrees to accept such Kindergarten pupils from September 5, 1978 to June 14, 1979; unless earlier terminated as hereinafter provided.

AND IT IS FURTHER AGREED that the tuition shall be at the rate of Four Hundred Dollars ($400.00) per pupil for a half-day program for the full school year. A reduction in tuition will be rebated only if a child leaves the district.

AND IT IS FURTHER AGREED by each of the parties to this contract that should either wish to terminate this contract it may do so at the end of any school year by giving three months previous thereto a written notice to the other of its desire to terminate the agreement at the end of the school year.

APPENDIX B

(continued)

IN WITNESS WHEREOF said parties to this agreement have by their School or governing Boards respectively, hereunto set their hands and seals on the day and year first above written.

SCHOOL DISTRICT OF HARRISVILLE

By ______________________

____

____

School Board

THE HARRISVILLE SCHOOL,
Harrisville, New Hampshire

By ______________________

____

Allen Mendelson

Board of Directors

Concord, New Hampshire

________________ 19___

Approved by State Board of Education -

____

Commissioner of Education

Note: To be executed in triplicate.
No contract to be executed for a period of more than five years.

AM/mdm
9/18/78

APPENDIX B

(concluded)

ADDENDUM TO AGREEMENT

ADDITIONAL AGREEMENT STIPULATIONS

THE HARRISVILLE SCHOOL/HARRISVILLE SCHOOL BOARD

1. Monthly Attendance Reports - Regular monthly attendance reports on the kindergarten students tuitioned from the town of Harrisville to the Harrisville (Private) School will be submitted to the Assistant Superintendent of Schools, 34 West Street by the first Tuesday of each month.

2. Progress Report - Quarterly progress reports will be submitted to the Harrisville School Board by the following dates:

   November 1,
   January 1,
   March 1,
   May 1, or upon
   written request.

3. Transportation - The Harrisville Private School parents are responsible for arranging and/or providing transportation for the Kindergarten students tuitioned from the Town of Harrisville to THE HARRISVILLE SCHOOL.

4. Program Coordination - Quarterly Staff Meetings will be held between the appropriate staff members from each of the two Schools, to discuss students and program coordination.

   A Special Meeting will be held in the Spring of each year between the two staffs to discuss student placement for the ensuing school year. The meeting must take place before May 1.

5. Joint Board Meeting - There shall be, annually, one Joint Board Meeting of THE HARRISVILLE SCHOOL Board, and the HARRISVILLE SCHOOL (Public) Board for the purpose of consulting and advising about any and all matters relative to the operation and education program of the Kindergarten-age students.

6. Tuition Payment - The first payment is due in September, to cover the period from September 5 to January 2; the second payment is due in January, to cover the period of January 2 to June 14, 1979. If, on January 2, there is a significant decrease in enrollment in the Kindergarten program, the tuition payment will be renegotiated by both parties.

7. Additional Enrollment - As per the Town Warrant, the maximum number of children to be tuitioned during this school year is eight (8). If another child who qualifies for the program decides to attend THE HARRISVILLE SCHOOL, his/her tuition will be prorated from time of enrollment.

It is requested that all parties initial these above stipulations:

School District of Harrisville: ____________, ____________, ____________

The Harrisville School: ____________, ____________, AM

Date: ____________

APPENDIX C

Sample Activity--Wood

APPENDIX C

Activity Analysis--Wood

The Inner Experience	Activities Promoted	Extension to Other Activities	Extensions to Skills & Curriculum
Expressing; rhythm	A. hammering sawing stacking	Block building, legos	Dancing; Art; Language; Poetry
Expressing; forming, shaping	B. sanding hollowing shaping forms	Other media, sand, clay, blocks drawing, whittling, field trips to sawmill, whittler; measuring age	Sculpture Casting
Expressing; senses, observing	C. feeling smelling looking tasting	Classification of parts of trees Cooking	Textile industry; Paper Industry; Botany; Cooking; Planting; Gardening
Inventing; imagining, forming, replicating products, skill	D. Making designs, making useful products, fort, tree house, ladder, miniature house, bird house	Drawing, painting, different uses of wood, history of wood, different materials for construction; bricks, concrete, glass, earth field trips to construction sites, carpenters	Research; Architecture; Perspective; Patterns in Nature; Sewing; Measurement; Geometry; Physics
Feeling; warmth	E. Making fires	What will burn; what provides heat	Weather; Seasons; Applied Science; Elect.
Creating; observing continuity, rhythm	F. Forest walks	Nature study; life cycles; weather; rain; soil classification; trees; flowers; soil; rocks	Geography; Geology; Language; Research; Charting, Measuring

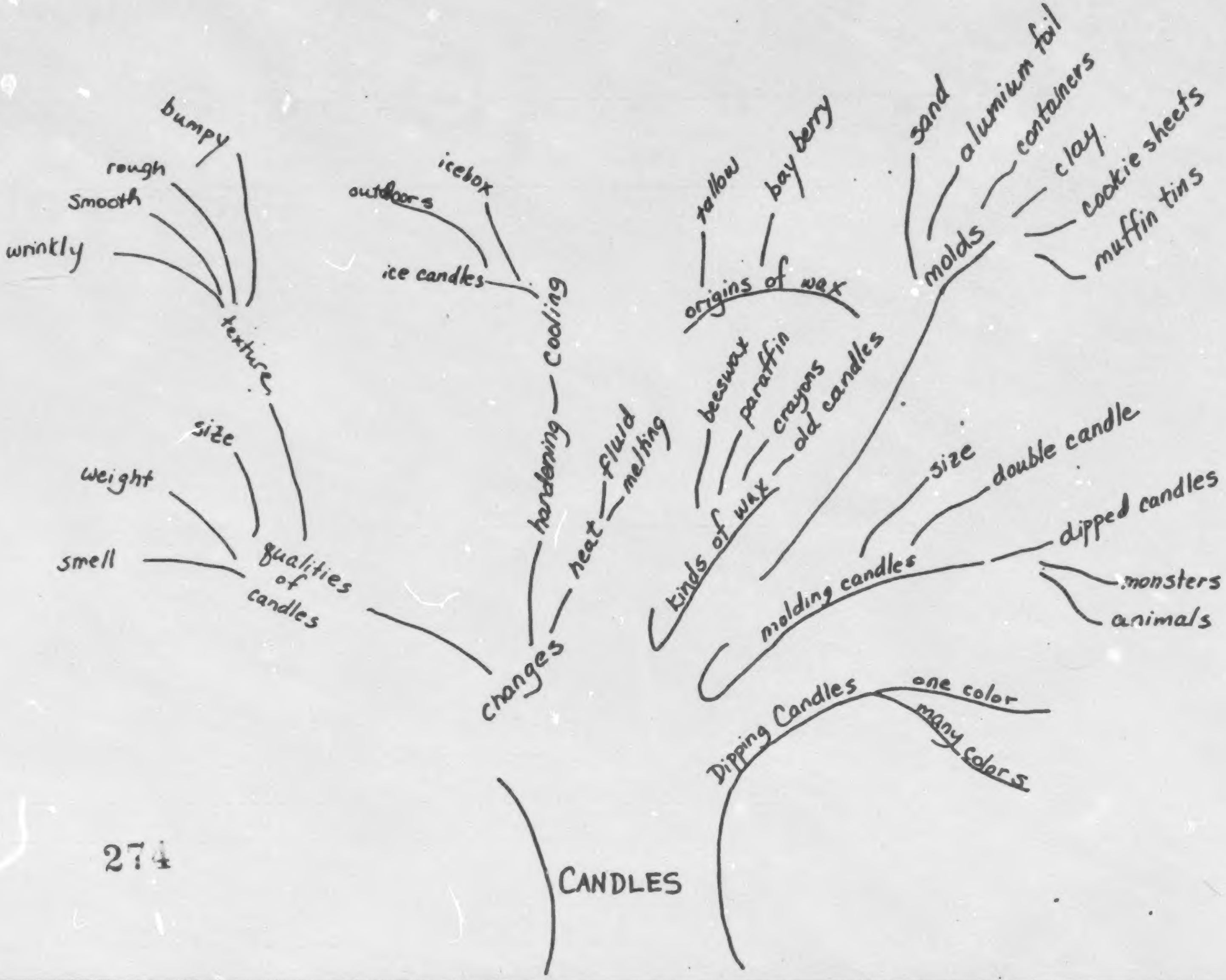
APPENDIX D

Sample Activity--Candles

APPENDIX D

Activity Tree

(record-keeping device)


bumpy
rough
Smooth
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texture
size
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smell
qualities of candles
icebox
outdoors
ice candles
cooling
hardening
heat
fluid
melting
changes
tallow
bay berry
origins of wax
beeswax
paraffin
crayons
old candles
kinds of wax
sand
aluminium foil
containers
clay
cookie sheets
muffin tins
molds
size
double candle
dipped candles
monsters
animals
molding candles
Dipping Candles
one color
many colors
CANDLES

CHAPTER 11

Carbondale New School Model (CNS)

Sponsor: Carbondale New School

Contact Person: Janice Kurtz-Weiss

Institutional Affiliation:
Carbondale New School
Pleasant Hill Road
R.R. #5
Carbondale, Illinois 62901

Phone: 618-457-4765

11.1 OVERVIEW

The CNS approach is sponsored and implemented by the Carbondale New School, an alternative private school. CNS has been operating since 1974 and has served a total of approximately 150 students, grades K-8. The average number of students per year has been around 40, and the current enrollment is 47.

Motivation for founding the school was dissatisfaction with the public schools of Carbondale. Approximately five years ago the CEMREL Math Program was using the Carbondale public schools as a program development/ demonstration site. The school system chose to end its involvement with CEMREL, and a group of concerned parents founded "their own school," The Carbondale New School, in spring 1974.

This group of parents was primarily university faculty, whose children would probably have attended the Southern Illinois University (SIU) lab school, had it remained open. This group of parents was unusually interested in the education of their children and exceptionally motivated. They established a non-profit corporation consisting of all enrolling parents. This corporation then elected an 11-member board, consisting of member parents and three or four outside community members. Initially, both the Board and the corporation were heavily and intimately involved in all facets of school operation, including day-to-day instruction.

The school continues to draw primarily from the SIU population. Roughly two thirds of the currently enrolled families are connected with SIU as faculty, administrators, or students. To date, the CNS approach has been implemented only with middle and upper-middle SES students, principally because of the contextual factors surrounding the development of the school.

A small number of students are on scholarship; their families' financial difficulties stem from the transient status of the parents as college students.

In spite of this SES constriction, the approach has apparently been implemented with children representing a fairly wide range of academic achievement and ability. For example, approximately 25 percent of the currrent student body are below grade level on the Iowa Test of Basic Skills, and about five pupils are special education students. In addition, some of the better achievers are "struggling socially."

The school continues to attract parents who are dissatisfied in some way with the public schools. Some parents feel that their more able children are not sufficiently challenged. Others feel that their less able (academically and socially) students do not receive sufficient attention and support in the public school setting. Many also feel that public schools do not put enough emphasis on emotional development. Regardless of their specific motivations, all participating parents feel the need for an alternative to the public schools.

The school recruits students through advertising (e.g., brochures and notices) and word-of-mouth. In addition, the school operates the only summer program in the county. This attracts many public school children, a few of whom subsequently enroll for the regular year.

The CNS philosophy is to provide an alternative to public education which stresses:

- flexibility;
- ongoing, almost daily, experimentation with instructional methods and approaches;
- almost one-to-one instructional individualization, particularly in diagnosing student needs and developing instructional programs; and
- immediate response and adjustment to the individual child.

The CNS approach has been field tested in one site, the Carbondale New School. To date, the sponsor has not considered the possibility of implementing in other districts. In fact, it is only through the stimulus of the contact with the current AAI FT project that the sponsor has considered an identity other than that of a private, grassroots, alternative school serving the unique needs of its students and parents. Current sponsor plans call for focus on continued operation in the Carbondale New School.

Over the years, the configuration of the parents has changed, with most, if not all, of the founding group leaving. In addition, the role relationships among corporation, board, and school staff have been modified somewhat (and in traditional directions). However, the board and corporation still retain the decision-making authority and would play the instrumental role in discussing and deciding upon potential FT sponsorship, implementation strategies, etc.

11.2 THE PROGRAM

At the most global level, CNS goals are to develop students' academic skills and to promote students' social and emotional growth. The goals are related to the philosophy of an "alternative" in the sense that the sponsor believes the goals can best be achieved by the sort of flexible, individualized, responsive learning environment generated in an alternative setting.

11.2.1 Program Objectives

The broad goals have been translated into the following specific objectives:

- Students take increasing responsibility for their education and their decisions;
- Students set goals for themselves and evaluate their own progress;
- Students develop healthy attitudes towards themselves and others;
- Students become creative and thoughtful in their thinking and acting;
- Students learn from one another through cooperation and shared projects and peer teaching experiences; and
- Students maintain academic achievement levels comparable to and acceptable by (in the case of transfer) the public schools.

While academic growth is important, a bit more emphasis is given to the promotion of social and emotional growth. One of the underlying motivations for founding the school was to establish an educational setting that would provide for academic development and at the same time provide for social and emotional development.

11.2.2 Program Inputs

The CNS approach teaches to the curriculum objectives used by the public schools and uses standard basal texts as the instructional core for all subject areas. Beyond this, CNS uses whatever materials (e.g., texts, supplemental kits, etc.) are available. Space requirements are also standard; instruction takes place in self-contained classrooms. Currently, the approach is implemented in a small, rural schoolhouse with five classroom areas.

Staff inputs are intensive and rather specialized. A teacher-student ratio of 1:10 is maintained, and teachers are selected for certain clearly defined characteristics. First, CNS teachers must be comfortable with the philosophy underlying the approach. Second, teachers must be actually capable of operating autonomously and independently in such an unstructured setting. To this end, the sponsor requires that the CNS teacher have a good sense of "what my classroom should be like, what I want to do" before adopting the approach. The sponsor requires that teachers enter with a strong sense of themselves as independent, autonomous educators who are desirous and capable of responding creatively and flexibly to the individual student's needs. Traditional teacher training and certification and previous classroom experience are not required.

In addition to recruitment and selection of new faculty, high faculty turnover (75 percent) expected in 1979-80 means that the director and board are faced for the first time with problems of providing inservice training for new teachers. During the tenure of the present faculty, the school has begun to develop some instructional approaches that seem appropriate and worth continuing (for example, peer tutoring). New teachers may have to be introduced to these methods. In the past, new teachers have been able to experiment and "learn on the job" with the help of continuing faculty and university-based consultants (many of whom donated their time). This continuing faculty help will not be available in 1979-80.

These problems of teacher inservice training may be exacerbated by the fact that the school has tended to attract very young and inexperienced teachers, many of whom have not had former classroom experience (beyond practice teaching) or even formal training as teachers. While this has presented no problems in the past, if the trend continues, it may present problems in the future, especially in years when faculty turnover is exceptionally high.

11.2.3 Program Process

In keeping with the philosophy, CNS instructional processes are as varied as the needs of the individual child. Teachers are encouraged to:

- Assume that children have a natural curiosity and drive toward learning;
- Act as facilators rather than directors of learning and focus on helping each student with materials, instruction and guidance;
- Provide a rich, challenging and non-judgmental classroom atmosphere that fosters a sense of excitement in learning;
- Make learning interesting by using the child's life experiences as a basis for learning;
- Develop each child's potential by ensuring the mastery of needed skills and by providing children with opportunities for in-depth exploration of subject areas; and
- Provide guidance and assistance to their students in developing academic and social skills in a warm and informal atmosphere.

Given this setting and the emphasis on individualization, a variety of instructional approaches and processes can and do arise. For example, teacher-student contracting has been found to be appropriate for many students, but not for all. Similarly, behavior modification techniques have been used successfully with some students, particularly those having certain social problems.

There are four instructional "processes" that are central to the CNS approach:

- Almost one-to-one individualization;
- Multi-age (or multi-achievement/ability level) groupings within the same classroom;*
- Peer tutoring and teaching across these multi-age (or level) groupings; and

---

*For example, classrooms are currently grouped K-1, 2-4, 5-8 for afternoon instruction and K, 1-2, 3-4 and 5-8 for morning instruction. Within each multi-age classroom, children sometimes teach each other. Such teaching may occur across classrooms.

- Exploration and utilization of the larger community as an educational resource (particularly for social studies learning).

Involvement of parents is considered to be "essential" to the CNS process. CNS was in fact founded by parents who desired control over and involvement in their children's education. From its inception, parents have maintained intense involvement in all instructional and governance aspects of the school. Currently, the CNS approach requires that all parents contribute four hours a month minimum to the school. This may be spent on buildings and grounds improvement and upkeep, in the classroom, on field trips, in making instructional materials, or many other activities, depending on the school's needs. In addition, financially needy parents can enter a scholarship program in which they contribute labor in exchange for tuition rebate.

Over and above these four hours, the approach secures a high level of parent involvement in general. The director reports that parents are generally available for in-class tutoring of students, field trips, materials construction, etc.

This extensive parent involvement helps the students (and their parents) to feel a sense of ownership of their educational processes. Thus, it helps the students take responsibility for their own learning.

11.2.4 Sponsor-Acceptable Outcome Measures

The CNS approach does not encourage the traditional approach (i.e., testing) to the evaluation of student outcome objectives although the Iowa Test of Basic Skills (ITBS) is given in May of each year. ITBS scores provide a means of assessing whether or not children are progressing at rates comparable to public school students, but they do not serve as the major assessment device.

Student progress in social/emotional and academic areas is assessed four times a year by means of a teacher report on each child. This report is guided by a standard format which indicates the basic topics to be covered. Teachers may modify this format as appropriate for the individual child.

Prior to each report period, CNS staff meet to discuss evaluation criteria and standards. With the first assessment, a parent-teacher meeting is mandatory to discuss the report and the more detailed aspects of the child's progress (which may not be covered in the report). Parent-teacher meetings for subsequent assessments are optional.

11.3 PROGRAM IMPLEMENTATION

The sponsor had never explored the issue of implementation in the FT sense prior to the AAI visit. In addition, the sponsor at this point has serious questions as to whether the approach can or should be transposed to the public school setting. However, the sponsor also feels that the approach has considerable merit for educating the special needs child, including the disadvantaged, particularly in a mainstreamed setting. Thus, the sponsor is interested in maintaining the FT option, and further exploring the possibility of public school implementation during the coming year. In light of this, a preliminary discussion of FT implementation follows.

11.3.1 Implementation Inputs

The sponsor would like to replicate the total CNS approach in a single classroom or group of classrooms (within a single school). Ideally, the sponsor would prefer the latter situation, since it allows multi-age groupings.

Further, the sponsor would not choose to focus on reading language arts and math, but rather would encompass all subjects, i.e., the total school day, for grades K-3. The sponsor would seek to maintain the approach's emphasis on small class size (1:10), multi-age grouping, parent involvement, use of the community as a resource, individualization, and student-centered instruction.

11.3.2 Implementation Process

Beyond the most basic question of "what is the replicable approach?", the sponsor has not had any real opportunity to consider implementation issues. Thus, implementation strategies and materials for familiarizing the adopting community with the approach, training adopting teachers, sponsor-level staffing, etc., have not been designed or developed.

11.3.4 READINESS FOR IMPLEMENTATION

Prior to implementation in FT, this sponsor will need to first resolve the issue of whether or not the CNS approach is appropriate for a public school setting. Second, the sponsor will need to settle upon the details of the replicable approach. Finally, the sponsor will need to consider all the implementation issues--from developing an agreement with adopting communities through placing the approach and overseeing its institutionalization--and develop strategies to address them.

Given the unusual governance and decision-making structure of the sponsor, it is impossible to estimate resource requirements for addressing these implementation readiness needs.

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CHAPTER 12

Central Washington University Children's School (CWU)

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12.1 OVERVIEW

The Children's School functions as part of the Washington Center for Early Childhood Education (WCECE), which was established in 1971 on the campus of Central Washington University. WCECE includes the Children's School, course work in early childhood education for college majors, applied research and development work, extended degree programs in the Tri-Cities and Seattle areas, and leadership in field service activities. The educational program implemented by CWU in the Children's School is a modified language experience curriculum combined with an emphasis on encouraging children to make choices and to express these choices through the vehicle of play. Diversity, creativity, and individual choice on the part of the child are encouraged, while competition between students and the use of rigid classroom management techniques are discouraged. The philosophy of the WCECE is child-centered in nature, with important influence coming from open education, the British Infant Schools, and from child development theory. The staff-developed statement of philosophy is contained in Appendix A, following this chapter. According to its overall goals, the Children's School (1) helps the child understand varying roles in the family and society, (2) helps build skills for healthy interpretation and function in these roles, and (3) helps in transition from role to role while retaining personal identity.

The WCECE staff believe that learning for the children happens as much at home as it does in school. Therefore, there should be an understanding of both environments on the part of parents and teachers. This can happen only if the parents and the school form a partnership on behalf of the education of the child.

The Children's School is designed as an elementary education training and research center and contains staff and administrative offices, observation classrooms, gymnasium, library, auditorium, and all equipment needed to maintain itself outside the LEA. Until 1966, a full range of K-6 classes were offered, but the upper levels were sequentially dropped until the current WCECE was established in 1971. This center enrolls about 90 students in four classrooms, grades K-3. Approximately one-third are children of university students, one-third are children of faculty, and one-third are children from other spheres, i.e., interested local parents and some "problem pupils" from the local school district. The school actively recruits students.

The target population of this program is all students. About one-third of the students at the CWU lab school fall below the poverty level and receive free or reduced charges for lunches. The school is not tuition supported but acts as part of the teacher training program of Central Washington University in Ellensburg.

12.2 THE PROGRAM

12.2.1 Program Objectives

Performance objectives for children are numerous, ranging in specificity from relatively affective outcomes (e.g., "to increase in sensitivity and ability in understanding when to listen") to relatively structured outcomes (e.g., "writing digits to represent counting"). Such objectives are contained in a "planning and process criteria screen" and a "content criteria screen" which lists student objectives within eight broad areas of performance:

- language: reading, writing, speaking, listening;
- computational skills;
- perceptual-motor skills;
- the physical environment;
- human and societal studies;
- creative language and movement;
- art; and
- music.

These criteria screens are included in Appendix B.

CWU staff use the philosophical principles expressed in the process criteria screen to assess the congruence between the activities in the classroom (as dictated by the content screen) and the philosophy of education supported by the school. Thus, there is a continual assessment of the match between the philosophical principles of the program and actual classroom activities on the part of both adults and children in the classroom. For example, teachers are expected to design the children's educational program to be consistent with both the content screen (insofar as the student is working toward a specified objective) and the process screen (insofar as the activities and modes of reaching the objective are consistent with the educational philosophy of the institution). Intensive teacher observation is used to ensure such appropriate child activities. The curriculum is constructed to allow for child choices in content as well as in pace.

12.2.2 Program Inputs

CWU's early childhood curriculum in the children's lab school is based upon four concerns which reinforce each other and are given equal emphasis. The first concern is to know each child's physical, emotional and intellectual development; the second concern is the content to be taught; the third concern is the child's and the adult's attitude toward learning; and the fourth concern is the teaching methodology.

The specific subject matter is described in the list of student objectives. Classroom materials consist of existing curricula and materials and activities created by the teacher. The school staff have guidelines for the selection of appropriate materials from both existing and created types. A few examples of these guidelines are: (1) The child should use materials which enhance learning by doing rather than being told or reading about experiences. Math in particular should be based on activities and manipulation rather than memorization. (2) The classroom activities and materials should encourage creativity and divergent thinking. No educational technology is acceptable which uses a question and answer format where there is a single correct answer (e.g., DISTAR). (3) The curriculum materials should not compartmentalize the subject matter, but emphasize the "connectedness" between subject areas. (4) Language arts should be taught using a language/experience approach. (5) Since child choice and initiative are emphasized and encouraged in classroom activities, the curriculum should be flexible. The child should be able to choose what to do and when to do it. (6) Classroom activities and materials should be non-competitive, and no reward structure for competition can be part of the curriculum. Rewards for progress should be implicit rather than explicit. (7) Curriculum materials should be non-sexist.

There are a few necessary characteristics of the classroom. The room should have no individual desks for students and is usually organized into separate learning areas based on the specific curriculum and teacher needs. A few of these areas are usually common to all school classrooms (a rug area, a home center), but the nature of other areas varies across teachers and grades. One other necessary component of the classroom is a large area, preferably an outdoor space, for the development of motor activity.

CWU staff prefer one half-time aide per classroom (grades 1-3) and a full-time aide in all FT kindergartens. They would also require one staff developer for every five FT classrooms, since their past experience with their own staff developer (who deals with seven classrooms) suggests that the current ratio is too low. A parent coordinator in each site would also be necessary.

Since the educational approach is almost entirely a set of philosophical principles, knowledge and understanding by the teacher plays an important part in implementation of the program. Potential FT teachers should be familiar with the British Infant School model of teaching, as well as with Bruner's work on language development. The current method of teacher selection relies heavily on unanimity of staff opinion rather than any particular set of recruitment criteria. Since the Children's School usually has hundreds of applicants for a single job opening, this method works well. As a mode of teacher selection for FT, it has deficiences.

The current program was not designed for low income children or for any special population. Its current implementation in the Children's School does include some low income students, but this is not part of a systematic policy of student selection. The staff do not feel that many changes would have to be made in the program to implement it with disadvantaged students, since there is a heavy emphasis on individualized instruction and molding the curriculum to the individual child.

12.2.3 Program Process

Most instruction at the Children's School is provided by teachers, aides, students associated with the training program at CWU, and parents. Classroom materials are both published and teacher constructed; by third grade, the basic skills curriculum consists of the materials used in Ellensburg public schools (as an aid to fourth grade transition). The educational activities are highly individualized and child centered, with the teachers constructing Individualized Educational Programs (IEPs) for each child or small learning group. IEPs are now developed on an ad hoc basis from the teacher's experience with the child and written anecdotal records of the child's progress. IEPs are occasionally developed on the basis of a child's request for further exploration of a subject area.

The Children's School staff are committed to both basic skills development and parent participation. The content criteria screen contains explicit references to basic skills outcomes. Parent involvement is also an integral part of the program. The school's Parent Advisory Committee conducts monthly meetings and consists of two parents from each classroom. The role of the PAC ranges from fund raising activities (e.g., selling aprons, raising money to buy playground equipment) to having a voice in policy making at the school level. School staff feel that parents want further influence at the school level and that parents are pressing for increased involvement.

Parents participate in the classrooms as volunteers and unpaid classroom aides. Specific activities depend on the training and skills of the particular individual involved and include (1) being general "facilitators" for the teacher, (2) working with small groups or individual students in reading and math areas, and (3) acting as substitute teachers. (Some parents have teacher certification.) In contrast, parents do not generally participate in the Ellensburg's public school classrooms.

12.2.4 Sponsor-Acceptable Outcome Measures

CWU staff utilize the Woodcock Reading Inventory and the Key Math standardized tests as part of their measurement of child progress. In addition, they use a teacher progress report form which was developed to assess progress along some of the more philosophical outcomes and behaviors contained in the process and content screens (see Appendix C).

The progress report acts as a communication tool between the staff and the parents with whom these reports are shared. These reports are therefore used by both teachers and parents at the end of the year as measures of sponsor specific child objectives, as placement aids for the next grade, and as an informational link between parents and school staff.

CWU staff are currently considering the use of additional measures of basic skills consistent with the educational model as well as the use of other published measures which are consistent with their student objectives (such as Far West Lab's "Physical Setting Checklist" which has been revised for use at the Children's School).

12.3 PROGRAM IMPLEMENTATION

With few exceptions, CWU staff have had few FT-like experiences. Although they have not defined specific implementation techniques, they have had occasion to deal with related problems in their work with Head Start, the school's training program, and LEAs. In general, CWU staff approve of the idea of "regional sponsors" who would concentrate their programs in terms of regional proximity and local/regional educational problems and target populations. They are less interested in serving LEAs that are distant from their school (for both logistic and educational reasons).

12.3.1 Implementation Inputs

CWU staff believe that they would need at least two additional full-time staff if they became involved in FT. (The exact requirement would depend on the number of sites.) They have a fully implemented site which contains ongoing classrooms (pre-K through 3) to be used as a center for intensive training of local site staff and as a demonstration teaching center. They do not expect that implementation of their program would require any special resources other than those normally associated with a FT school or district. Given their local orientation, they do not expect to need many additional staff as trainers or field coordinators.

Curriculum materials are both commercial and teacher-created. While informal guidelines are used by CWU to assess the appropriateness of existing materials, no systematic assessment tool currently exists. Orientation materials for the model would have to be developed, as would agreement forms with FT sites. While the content and criteria screens would act as the basis for assessing a site's appropriateness for the approach, such systematic use of these instruments has not been considered. Teacher training materials can be developed from the materials used in the training programs (for both student and experienced teachers) of the school and Central Washington University, although certain modifications would be necessary to make these materials more appropriate for on-site use in public schools.

12.3.2 Implementation Process

Two aspects of the CWU program provide some relevant implementation experience. The first concerns teacher training and implementation in LEAs. As a teacher training center, the Children's School staff participate in an external degree program in Seattle and the Tri-cities area of Washington. This consists of arranging and overseeing practicum teaching by CWU students on a daily basis in these LEA schools. Specific participating districts vary from year to year. The practicum teaching is supervised by CWU staff through weekly visits to the participating districts and involves classroom observation of their teachers in training. CWU staff attempt to select school districts which indicate a degree of philosophical match between their educational philosophy and that of the school. This is usually done through personal contact with knowledgeable local school district staff.

CWU has also prepared and implemented training programs for all Washington state caseworkers who deal with children. Training sessions of three days each for 150-200 participants were part of a two-year contract with the Washington State Department of Social and Health Services which focused on day care during the first year and child development during the second.

In addition, teachers from local school districts (including Ellensburg) attend training sessions given by CWU. Of course, most (if not all) of the CWU staff play an active role in the preparation of student teachers at CWU.

The second FT-relevant experience concerns the problem of fourth grade transition. As a lab school with an educational philosophy differing from the average LEA, fourth grade transition issues are quite important. As mentioned above, large parts of the basic skills curriculum for third graders consist of the district-adapted materials. In addition, third grade CWU teachers regularly take their children on field trips to local fourth grade classrooms (Ellensburg has three elementary schools) to show the lab school students what to expect after leaving the Hebeler school. Teachers also confer with the LEA fourth grade teachers and school principals concerning the placement of lab school third graders in both specific schools and classrooms. Within third grade classroom activities, teachers emphasize the positive aspects of moving to fourth grade in local schools (e.g., getting one's own desk, standing in line, etc.). There is also a task force on the problems of fourth grade transition as part of the PAC to assist parents in dealing with the changes experienced when their children move into fourth grade.

12.4 READINESS FOR IMPLEMENTATION

Like most lab school settings, the CWU Children's School has developed an implicit educational philosophy which is shared by the entire staff. Their individualized recruitment methods and close knit working conditions contribute to the homogeneity of their educational understanding and purpose. While this orientation has many advantages for their present setting, it does not enhance the staff's readiness to replicate the CWU educational approach in other sites. While CWU staff have had some FT-like experience and have dealt with teacher training issues to some degree, the approach training and implementation procedures which they would use as a FT sponsor need to be explicitly enumerated, developed and tested before actual implementation could begin. Time and resources to develop the implementation process would be a necessary part of preparing the CWU approach to assume FT sponsor responsibilities.

In summary, CWU has an ongoing educational program and a physical plant especially suited for training of sponsor staff and local FT teachers. Staff do not have their philosophical base in an immediately replicable form and have given little thought to the actual techniques of implementation, although some of the problems of implementation, i.e., fourth grade transition, have been dealt with as part of regular classroom activities. CWU has realistic notions about its range of educational experience relevant to FT and would enthusiastically support the concept of regional sponsorship. Staff would require a preparation grant to enable their strengths to be used effectively as a FT sponsor.

APPENDIX A

STATEMENT OF PHILOSOPHY

WASHINGTON CENTER FOR EARLY CHILDHOOD EDUCATION

PHILOSOPHY STATEMENT

INTRODUCTION

As a result of the WCECE's staff working through individual and shared philosophies during the 1972-73 academic year, the following beliefs were developed.

..We believe that a school program should be viewed in relation to the nature of learning, and the nature of the society in which it exists; and that since society exists for individuals (rather than the converse), the nature of society should be viewed in relation to the nature of the definition of an ideal good life for an assumed individual.

..We believe that an educational program should be based on a statement of philosophy--a set of basic beliefs which thoughtfully reflect the outlooks and goals of those who are responsible for the program.

..The statement of philosophy should be a screen or touchstone against which both present and future practices should be assessed. Without such a touchstone, practical or "political" considerations; and some avenues of investigation and improvement may never be taken.

..We recognize that a statement of philosophy is not unchangeable. On the contrary, it needs thorough, periodic review so as to always reflect the best thinking within and about the program.

The philosophy which follows was further clarified and expanded during the 1973-74 and 1975-76 academic years to develop goals for the WCECE lab program for young children and a model for the WCECE total program. The staff was characterized by training and experience in the following areas: curriculum, home-economics, nursery school, Head Start, librarianship, elementary education, special education, reading, mathematics, movement exploration, anthropology, social studies, day care, sociology and science. As further documents are developed, they will be screened through the philosophy statement and subsequent goals.

June 1976

1976

A. Philosophy Statement of W.C.E.C.E.

The whole staff agrees, from our discussions and works, that we can support and implement the following common assumptions:

I. The Nature of the Individual

The person:

..is self confident and free
..is independent and self-directed
..is skilled; self-sufficient, and able to use outside resources as needed
..can learn how to learn and to see clearly that he/she is responsible for his/her behavior
..can participate in new things, take risks, explore and learn from errors
..can achieve a balanced recognition of areas of personal strengths and weaknesses
..is spontaneous and creative in self expression
..can recognize the value of exploring and of being a continuous learner
..is able to cope with fear
..is able to protect himself from exploitation by others
..can joyously participate in living
..is caring and loving; emphatic, sharing, appreciative, willing to sacrifice, respects and understands others
..can develop new insights, understands and values others' viewpoints, and can involve others in decisions
..has a right to privacy and understands others' right to privacy

II. The Nature of Learning

There are several kinds of learning, such as physical skills, memorizing, problem solving, attitude acquisition, environmental awareness, communication skills, and others.

We recognize that learning:

..is an inherent need
..occurs anywhere, and in a variety of ways
..is based in a large background of experiences which are meaningful
..plays an important role in the development and nurturing of emotional stability and healthy self concept

We believe that learning happens best when:

..there is continuity between home and school experiences
..the situation offers a variety of options and the freedom to risk new experiences
..the teacher is a learner and a resource provider
..the pressures on a child are manageable by him or her
..the distractions don't excessively intrude
..the learning tasks are possible but challenging
..the learner identifies times cooperation should be actively sought
..competition is minimal
..the learner and teacher mutually arrive at goals and participate in the planning of their implementation

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(cont. Learning happens best when:)

..the teacher and learner know and encourage the discovery of more than one possible outcome--when diversity is encouraged
..the learner has a central role in his/her evaluation
..an experience which is seen as a failure by the child is not viewed as a failure of himself as a person
..the learning is not divorced from play

III. The Nature of Play

We believe that Play:
..provides a personal sense of renewal
..is the child's motivation for learning
....provides the learner with the opportunity to learn about the self and the world
..helps the learner develop a sense of values
..produces a structure within which a child is able to relate to peers
..gives the learner a chance to study his position relative to the rest of the world without getting hurt

IV. The Nature of the School

We believe that the school:
..exists by invitation of the family, to serve as a reciprocal resource
..augments the child's values and provides for growth in reconciling conflicting values
..provides guidance and enrichment of child's play
..helps the child to recognize and accept legitimate authority
..acts as a partner in the child's cognitive development,
emotional development,
social understanding and functioning,
creative expression, and
physical-motor development
..provides for continual integration of content areas
..provides avenues of communication with community

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APPENDIX B

CRITERIA SCREENS

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I. A Planning and Process Criteria Screen

With healthy self-concept development, the child:
- ..experiences activities which are manageable, yet interesting, challenging and enjoyable.
- ..does not lose face when he/she makes a mistake.
- ..expresses own feelings with a sense of support and exploration.
- ..clarifies own value system.
- ..develops a realistic view of self as a competent person.
- ..participates in decisions involving self.

With social development, the child:
- ..gains an emerging awareness of the interdependence of individuals within family, classroom, community and world.
- ..acquires interaction skills in a play context, while protected from exploitation.
- ..protects self and others from exploitation.
- ..re-evaluates assimilated social attitudes and acquires new ones.
- ..experiences divergent cultures.
- ..functions in a learning environment by maximizing cooperation and minimizing competition.

With cognition the child:
- ..increases in self direction by:
    - -participating in planning.
    - -learning to make realistic choices.
    - -participating in evaluation and in subsequent planning.

- ..experiences activities which are designed to build conceptual understandings and which are:
    - -sequenced where appropriate.
    - -integrated across content areas.
    - -directed toward problem-solving.
    - -supportive of divergent thought.

- ..experiences language enrichment activities which are incorporated in all contacts with the child.

- ..engages in experience-based reading and writing activities begun and sustained as the child indicates developing readiness.

- ..acquires mathematical concepts that are integrated in activities which naturally lend themselves to a greater understanding of math and which are integrated into the experiences to the child when he/she indicates readiness.

II. Content Criteria Screen

Language: Reading, Writing, Speaking, Listening

Computational Skills

Perceptual-Motor Skills

The Physical Environment

Human and Societal Studies

Creative Language and Movement

Art

Music

LANGUAGE
SPEAKING AND LISTENING, READING AND WRITING

I. Introduction

The child's language experiences in the Children's School are designed to be consistent with the theory that the child has the innate ability to formulate and use the rules governing her language(s). Therefore, the language program is designed to:

- -help the child recognize speaking and listening, reading and writing as the means of communicating one's own thoughts and acquiring the knowledge of others.

- -help the child be comfortable and successful with written and spoken language.

- -sustain the child's interest in mastering skills at optimum times in her development.

- -help the child learn the power and pleasure that are inherent in communicating through language.

- -provide experiences with other languages and dialects, and their cultures and sub-cultures.

- -provide numerous and varied experiences with language that make attainment of the goals possible.

II. Goals for Children

A. Spoken Language Skills

Social skills in listening and speaking are a part of all aspects of the curriculum and are basically acquired in the school socialization experiences. Adults in teaching roles will assist each child to increase in sensitivity and ability in:

- -listening without pre-judging what the speaker is saying.

- -listening for the explicit message.

- -listening for other meanings of the speaker.

- -listening for the mood and feelings of the speaker.

- -understanding when to listen.

- -understanding that (especially in large groups) there are appropriate times for speaking and not speaking, and learning to distinguish between them.

- -participating in conversations without changing the topic prematurely.

- -using volume, intonation and syllable or word stress appropriately.

-feeling free to speak at appropriate times.

-using language as the primary way to clarify and/or resolve differences with other people.

-developing new vocabulary out of personal interests.

B. Written Language Skills

By the time a child completes the program in the Children's School, she will have had many experiences with written language. Most children, by age eight and a half will have become proficient readers at grade level or above and will be able to write in a legible way. Their spelling may not yet be at a mature level and developmental "errors" will still be expected. Some children will have mastered cursive writing by that time, but others will remain more proficient in printing. A few will continue to prefer printing to cursive into their adult lives, despite many writing experiences. Some children will be ahead or behind age/grade level norms in reading and writing skills because of individual maturity. A few many have a type of learning disability which will require special programs. The Children School will be active in initiating such programs and in making referrals when appropriate.

Pedagogical Approaches

The child learns receptive and productive language through experiences coupled with innate language structures. She gradually comes to understand that written language is a symbolic form of the oral language she already possesses and that it is rule-governed in a similar manner. The child generates and internalizes the rules of written language through experiences which allow for her individual rhythms and strategies of discovery. Aspects of the child's physiological, psychological, perceptual and language maturities are factors which are considered in the design of reading and writing experiences. These experiences are then interwoven with other activities in the child's school life.

Written Language Experiences

-Children will be exposed to diverse perceptual and manipulative experiences beginning in nursery school and continuing through the primary years.

-hear numerous and varying written works, both prose and poetry, on subjects of emotional and intellectual significance to them, read to them by adults and older children.

-have their words, stories and poems transcribed by adults and older children. Beginning reading and writing consist of experiences with the child's own expressions which will be supportively reflected back to her until she can encode and decode written language herself. The language experience program which is the basis for the reading program will be supplemented by other reading approaches, such as phonics, sight recognition, and cumulative vocabulary.

-be helped to learn to value written language as a primary way of preserving spoken language and of giving access to knowledge in an efficient, expanded way. The teacher acts as a model in using books and other written works (including those of the child) as learning resources as well as vehicles for sharing human thoughts and feelings.

-be supported in learning to write as an extension of the language experience approach used in teaching reading. The child will have experiences that demonstrate the sound/symbol correspondences which are part of the writing system of her language. The school understands that the child sound/symbol correlation is different from that used by adults and that mature spelling develops at individual rates and that all children go through a series of spelling "errors" (much like their earlier "errors" in articulation) before they can master standard English spelling. Children will learn to spell words which have cognitive and emotional value to them so that their motiviation in learning to write is supported.

-be helped to learn that legible handwriting is essential if others are to be able to decode their written words. They will not be required to learn a particular style of calligraphy nor is neatness a primary goal in early handwriting experiences. Instead, the children's confidence in their ability to communicate in writing and encourage their expression and creativity.

MATHEMATICAL STUDIES

The development of mathematical ideas and applications emerging through is seen as recurring topics through the child's school life. The teacher develops mathematical themes, yet allows a child to progress at his/her individual pace. With young children the teacher emphasis shifts from teaching to learning, from our experience to their experiences, from our world to their world

The aims of mathematics are:

1. To free children to think and to solve problems for themselves.
2. To provide opportunities for them to discover the order, pattern and relations which are the essence of mathematical ideas, both in the man-made and in the natural world.
3. To train children in mathematical skills.

A child-centered math program is characterized by:

- Positive attitudes toward learning.
- Active learning in which school experiences are organized for children to learn through stimulating (utilizing) their curiosity, their senses, and their own discoveries.
- Personalized learning experiences that meet the needs of each child.
- Using children's own experiences to build concepts and strategies.
- Numerous opportunities to use math in order to find answers to problems.
- Many opportunities to practice as a means of reinforcing a conceptual experience.

The child will have experiences:

1. Matching objects; comparing the number of objects in two sets by matching object by object; counting objects by giving a number name to each object of a set in order to find the cardinal number.
2. Conserving, e.g. seeing that the number of objects in a set remains the same no matter how the objects are arranged within the set.
3. Seeing common number relationships between items following the understanding of the concept of conservation of number, e.g. seeing the relationship of addition to subtraction by using real objects in a variety of counting situations.
4. Seeing number relationships through a variety of manipulative materials.
5. Discovering patterns of numbers through visual, oral, and written activities.
6. Writing number symbols to record and to interpret first-hand experiences.
7. Writing digits to represent counting.
8. Using the vocabulary of mathematics as it is introduced to match the varied learning experiences.

9. Understanding common units of measure and their multiples; i.e. length, area, weight, time and volume.
10. Practicing an efficient method of recording basic number facts in the operations of addition, subtraction, multiplication and division, i.e. grouping or decomposing methods for subtraction, repetitive addition for multiplication and sharing or subtraction for division.
11. Understanding that mathematical symbols and notations are used to record operations that are short-cuts to counting.
12. Communicating the procedures and conclusions that result from real investigations, through a variety of methods.

PERCEPTUAL-MOTOR SKILLS

I. Introduction. A child's efforts to gain body control begin very early in life and continue, in varying degrees, throughout the life span. The early childhood years encompass a time period during which the child makes the largest proportionate gains in control. It is important, therefore, to offer children assistance through the curriculum offered in The Children's School.

The primary purpose of the perceptual-motor curriculum is to offer developmentally appropriate experiences which the child explores. Training for specific skill development is inappropriate in most situations, during the early childhood years.

A variety of experiences designed to promote both gross and fine motor skills will be offered in as many different settings as are available to classroom teachers. Opportunities for the development of perceptual motor skills exist in classrooms through the use of puzzles, blocks, food preparation activities and indeed in almost any activity. The gym offers experiences in locomotor patterns. The playgrounds permit children to be involved in the activities which require significant amounts of space and in seasonal activities. The teacher takes advantage of both schedules and opportune times.

At the time a child leaves the program, it is expected that accomplishment of those skills appropriate to each child's developmental pattern will have been achieved.

II. Goals for Children. The perceptual-motor goals which structure the experiences offered to children in the program are:

-to promote a positive self concept by:
  -fostering a level of physical vigor sufficient to permit participation in a full range of physical activity.
  -fostering a level of skill development which provides a satisfying experience leading to confidence.

-to master developmentally appropriate basic motor patterns:
  -locomotor: i.e., crawling, sliding, walking, running, jumping, hopping, rolling, climbing, skipping.
  -manipulative: i.e., prehension, dexterity, handedness.

-to learn through experiences which include the following levels of motor development:
  -imitation/exploration: usually an imitative behavior completed after observing the action.

- -manipulation: learning through instruction rather than as a result of observation;
- -conceptualization: involvement of conscious thinking as skill acquisition proceeds;
- -discrimination: achievement of coordination of a series of acts by establishing appropriate sequence and accomplishing integration or internal consistency among different acts;
- -naturalization: the acquired skill becomes habit and does not require conscious thought to execute.

-to reinforce the pleasure and enjoyment in movement as experienced by very young children;

-to promote an awareness of safety skills in the child's life as a defense against several typed of danger;

-to foster interpersonal contact and communication through "body language".

THE PHYSICAL ENVIRONMENT

I. Introduction. The Children's School science activities and environment invite children to extend their knowledge, insight, and enjoyment of the world around them. They are encouraged and given the time to investigate their own interests. The teacher facilitates learning while trusting the children to engineer their own learning situations, as the teacher listens, observes, questions, and assists in assessing results. In addition, children are expected to be resource providers to the science activities, according to their special interests and familiar environment.

II. Goals for Children

The child will be:

- -encouraged to express his enthusiasm and inquiry about his natural environment.
- -actively involved in the free exploration of real materials.
- -encouraged toward independent problem solving through the extension of his observations, classification, mumerical and recording skills.
- -helped to expand his ability to think imaginatively, logically and critically.
- -supported in risking to be wrong and in considering ideas different from his own.
- -guided through experiences toward integrating acquired science concepts into ther areas of learning.
- -assisted in building a sense of responsibility toward his environment.

HUMAN AND SOCIETAL STUDIES

I. Introduction. The need of pupils for knowledge and understanding of their social environment is immediate, and their confrontations with problems, dilemmas, and issues begin in early childhood. The primary purpose of the Human and Societal Studies curriculum is to offer a program that is oriented toward personal well-being, citizenship and responsible understanding of the contemporary world. Increased decision-making competency will contribute to a feeling of personal achievement and self-esteem. While it is unlikely that a solution to a particular problem will be devised in the classroom, practice in recognizing and defining problems, selecting pertinent information, proposing carefully considered solutions, and acting on these solutions provides a base for living in the contemporary world.

II. Goals for Children. (rearrange to imply developmental order)

The child will:

- develop the ability to make a critical analysis of enduring social issues.
- increase skill in problem solving and decision making in conflict situations.
- consider the controversial issues that are an integral part of his/her school life.
- develop the academic and social skills necessary for the enhancement of a positive self-image, the growth of self identity, and the fulfillment of civic awareness.
- increase divergent thinking.
- develop his/her own values rationally; respect differing values, and accept his/her own accountability for consequences.
- improve in understanding of the world by gaining knowledge of the variety of man's experiences, cultures, activities, and beliefs.
- find help in dealing with problems which he/she sees as relevant to his/her life.
- increase in understanding the benefits of good nutrition.
- develop positive feelings about his/her own sexuality and the sexuality of others.
- experience the similarities and variations among contemporary cultures and members of these cultures with an orientation towards valuing other cultures and peoples as she/he values significant members of his/her own culture or identity group.

CREATIVE LANGUAGE AND MOVEMENT

I. Introduction. This Children's School provides activities and an environment in which creativity is emphasized. Children are encouraged to become involved in a broad selection of areas which encourage the use of fantasy, imagination, make-believe, body movements, and body rhythms. Such a selection is controlled by the child's interest and experiences such as: block building, art appreciation, use of creative art materials, role playing areas and creative movement.

Because we work toward an integrated experience for the child, we expect that by completion of the program, the child will be familiar with the pleasures of creativity in language and movement. Some children will be writing and producing their own plays, books, and poems which will incorporate the child's own thought and feelings. Other children may be acting roles in plays and productng books which get their ideas and form from sources other than themselves. Most children will have worked out statements of feelings and experiences from their lives, and some children will have generalized and sensed such feelings in others. The child will be supported in self-expression and creativity.

II. Goals for Children

Children are:

- encouraged to integrate their experiences in living and learning into artistic expression.
- enabled to enjoy a sense of fulfillment, accomplishment, personal power, and increased self-worth through aesthetic experiences by:
    - receiving meaningful direction rather than repression of individuality.
    - experiencing freedom to explore and create without concern for failures and reproach.
    - having opportunities for constructive release of feelings, tensions and preoccupations.
- provided opportunity for creative experience in an orderly atmosphere of stimulation and encouragement.
- encouraged to participate in peer relations and in social progress by shared experiences.
- guided in their creative development according to stages:
    - by discovering uses and possiblities of the meduim through sensory and muscular exploration as well as manipulation and experimentation.
    - by being provided an environment within which chance forms and designs may emerge, with the process still actually more important than the product.
    - consciously representing objects and ideas often in accompaniment with a story, poem, pantomine or music.
- involved in creative experiences which support and strengthen the imagination.

ART

Introduction. The staff of the Children's School has identified creative expression as a valuable experience in the overall development of the child. We believe that if the child is offered materials with creative potential in an atmosphere of acceptance and trust his development will be enhanced in a number of ways.

Goals for Children (reorganize according to development sequence?)

The child will have the opportunity to:

-build self-esteem through use of creative material.
The school environment should reflect an adult-child relationship based on mutual trust and respect. Within this framework the child will feel secure and able to express himself freely. Through such expression he will develop an awareness of himself and a sense of value as a unique individual.

-develop a sense of on-goingness of artistic development and technique through use of materials over a long period of time. Basic art materials should be available throughout the child's school experience so he will have time to grow in the use of them.

-share his creative work with others.
Through sharing his work the child will develop awareness of his own uniqueness, appreciation for the individuality of others and an understanding that there is more than one way to express an idea.

-evaluate his creations when ready, and compare present works with those done at earlier times and to express feelings about his works.
To develop a sense of his own developmental progress, a portfolio of the child's work might be kept and reviewed by child, teacher, and parents.

-experience and gain knowledge of are forms (artistic works) valued by his society.
Through trips at art exhibits and the presence of works of art in the school, the child will become aware of creative expression valued by the larger community. The teacher can, through questions, heighten the child's awareness of the elements of are (line, form, pattern, texture) in man-made and natural art forms.

-develop imagination and express imaginative ideas through use of creative meterials.

The school should encourage curiosity and a sense of wonder. Fantasy which emerges naturally in young children should be stimulated and the opportunity provided for the child to express his imaginative ideas. Teacher motivation should encourage divergent thinking. The materials should be flexible to allow expression of ideas to take many forms.

-when ready, communicate knowledge of his environment through use of creative materials.

The ability to express one's observations by means other than verbal or formal written language should be valued and fostered by the school. Knowledge gained by first-hand experience or through books, films, and ideas.

-express emotions through use of creative materials.

The child should have the opportunity to express his feelings about his experience and perceptions in a way that is not possible through a verbal process. The use of creative materials will allow the child to release feelings in a constructive manner.

-experience many modes of creative expression and select one or more preferred modes.

Materials should be made available to the child in such a manner that he is free to choose one or more forms of creative media. When his interest indicates a need he should be allowed time to develop and refine his ideas through extended use of a chose media.

MUSIC

Introduction. The Children's School staff introduces children early to the power of music as an art, to increase their sensitivity to it intellectually, motionally, and physically, and to encourage their enjoyment of it as an integral part of their present lives. We consider music an art to be cultivated and prized throughout life. Every opportunity for the children to njoy an experience in music is grasped by the creative teacher.

Goals for Children

he child is:

-encouraged to notice or detect those qualities that make sound expressive.

Since hearing is the most prominent sense used in music, listening is cultivated through guided repetition and involvement with a variety of instruments and experiences.

-Full play of the sense of seeing, feeling and touching is encouraged in a manner that compliments the natural rhythm of the child's development.

-encouraged to demonstrate his perceptions through overt response.

Reaction is a very personal, subjective behavior requiring feeling. Uniformity in response is not an objective; individual response is welcomed. Perceiving and reacting, together, make up the musical experience, and listening is present as an essential, active ingredient.

-supported in producing music through singing, playing, composing, conducting and moving.

-encouraged in spontaneous musical expression, and the creative teacher leads in this naturalness, with music accompanying the children's play.

-supported in experiencing the joyousness of performing for others in simple and unrehearsed ways.

-helped to understand and express fundamental ideas about the structure of music; using such elements as melody, rhythm, harmony, and tone quality.

-aided in discovering some relationships between music and other art forms or aspects of personal experiences.

-given opportunity to select among a variety of music options, match his/her personal mood.

-supported in appreciating the performance of others and understanding the practice and concentrated work needed for the acquisition of skill in playing or singing.

-given opportunities to learn that each person has unique musical preferences.

-given many experiences with the music of other contemporary cultures of personal interest and/or contact.

(should these goals be re-ordered to imply a development)

CONCLUSION. The family and the school together combine competencies and opportunities for the child so that there is a rich and varied community which supports the child's cognitive and emotional development, and prepares for effective functioning in later school and societal life.

The extent to which we do this in The Children's School is the measure of our success.

APPENDIX C

PROGRESS REPORT FORM

washington center for
early childhood education

HOME SCHOOL REPORT

This report has three purposes.

First, its use will provide you with a written record of your child's growth in areas basic to development and learning from age three through age eight as he or she progresses through Hebeler School.

Second, it will provide your child's teacher with valuable feedback from yourself concerning the role you see the school playing in your child's growth and well-being.

Third, a supplementary sheet for six, seven and eight-year-olds will provide the elementary school to which your child transfers with information regarding your child's progress in the traditional basic skill areas.

We strongly encourage you to read the report carefully, to complete and return your section of the report, and to arrange for any additional conferences with the teacher or another school person as you feel would be helpful.

—Thank you—

Children's School Staff

PROGRESS REPORT FOR ____________________ (Child's Name) **AGE** ____ **BIRTHDATE** ________

BEGINNING DATE ____________________ **REPORTING DATE** ________

TEACHER ____________________

THE CURRICULUM

KEY: Needs attention: 1 2 3 4 5 Progressing very well

Science		1 2 3 4 5
Language:	Listening	1 2 3 4 5
	Speaking	1 2 3 4 5
	Reading	1 2 3 4 5
	Writing	1 2 3 4 5
Computation		1 2 3 4 5
Physical Development and Perception:	Fine muscle skills	1 2 3 4 5
	Large muscle activities	1 2 3 4 5
Social Studies:	____________________	1 2 3 4 5
	____________________	1 2 3 4 5
	____________________	1 2 3 4 5
Creative Expression:	Language	1 2 3 4 5
	Movement	1 2 3 4 5
	Art	1 2 3 4 5
	Music	1 2 3 4 5

TEACHER COMMENTS:

PARENT COMMENTS:

Please return the second and third copies to the teacher.

THE CHILD

KEY: Needs development: 1 2 3 4 5 Fulfills expectations

Your child: ____

—is self-confident	1	2	3	4	5
—is independent and self-directed when appropriate	1	2	3	4	5
—knows how to use outside resources (books, peers, adults, related materials)	1	2	3	4	5
—is learning how to learn	1	2	3	4	5
—participates in new things	1	2	3	4	5
—is willing to risk	1	2	3	4	5
—is spontaneous and creative in self-expression	1	2	3	4	5
—shows evidence of developing self-discipline in expressing feelings and attitudes	1	2	3	4	5
—protects self from exploitation by others	1	2	3	4	5
—is developing an understanding of others' viewpoints	1	2	3	4	5
—uses time constructively in the class	1	2	3	4	5
—makes realistic choices: in relation to peers	1	2	3	4	5
in relation to classroom activities	1	2	3	4	5
—will talk about and evaluate own work	1	2	3	4	5
—helps plan for own learning	1	2	3	4	5
—uses play as a means of learning	1	2	3	4	5
—shows evidence of divergent thinking	1	2	3	4	5

TEACHER COMMENTS:

PARENT COMMENTS:

Please return the second and third copies to the teacher.

PROGRESS REPORT FOR ______________________ (Child's Name) **AGE** _____ **BIRTHDATE** ________

BEGINNING DATE ______________________ **REPORTING DATE** ____________

TEACHER ______________________

THE CURRICULUM

KEY: Needs attention: 1 2 3 4 5 Progressing very well

Science		1	2	3	4	5
Language:	Listening	1	2	3	4	5
	Speaking	1	2	3	4	5
	Reading	1	2	3	4	5
	Writing	1	2	3	4	5
Computation		1	2	3	4	5
Physical Development and Perception:	Fine muscle skills	1	2	3	4	5
	Large muscle activities	1	2	3	4	5
Social Studies:	____________	1	2	3	4	5
	____________	1	2	3	4	5
	____________	1	2	3	4	5
Creative Expression:	Language	1	2	3	4	5
	Movement	1	2	3	4	5
	Art	1	2	3	4	5
	Music	1	2	3	4	5

TEACHER COMMENTS:

PARENT COMMENTS:

Please return the second and third copies to the teacher.

PARENT EVALUATION OF THE SCHOOL:
THE HOME AND SCHOOL AS PARTNERS

Parent: Please complete this evaluation, sign it and return a copy to the school.

(Child's Name)	(Teacher's Name)

1. I have been contacted by the school by:

   ☐ Home Visits ☐ Letters ☐ Written reports ☐ Telephone Calls

   Other (please specify) ____________________

2. I have taken part in conferences: ☐ Yes ☐ No

   If you checked yes, how many? __________

   I feel that communication from the school has been:

   inadequate _____ : _____ : _____ : _____ : _____ : very good

COMMENTS:

KEY: Needs improvement: 1 2 3 4 5 Fulfills my expectations

For my child, the school

—has provided a safe psychological environment	1	2	3	4	5
—has provided a safe physical environment	1	2	3	4	5
—has provided rich learning experiences in all areas of the curriculum	1	2	3	4	5
—has helped the child to understand family and community roles	1	2	3	4	5
—has acted as a partner with me in my child's development	1	2	3	4	5

COMMENTS:

DATE	(PARENT'S OR GUARDIAN'S SIGNATURE)

Please return the second and third copies to the teacher.

CHAPTER 13

Los Angeles City Unified School District
Linguistics of the Black Child (LBC)

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13.1 OVERVIEW

Linguistics of the Black Child (LBC) is currently implemented as a FT approach in 14 classrooms distributed across 8 Los Angeles schools. Although the LBC approach currently concentrates on the linguistic problems of Black students, the sponsor does not maintain that Black children are the only target population. While the program is language based, the specific language does not have to be the Black dialects. Two of the 14 Los Angeles classrooms are primarily Hispanic, and there are non-Black students in all of the others.

LBC is an approach to education using a linguistic (language) difference concept. This concept infuses linguistic strategies into the existing school affective and cognitive curricula. Emphasis is placed upon social interaction, personality adjustment, and language arts experiences within the classroom environment and relates to the Black child's communication style as it develops from the home to the school community. The linguistic approach provides a continuity in the child's communication and self-expression skills in kindergarten through third grades. It further provides a foundation for the child to make the transfer from her/his dialect to standard language, a process that is crucial to academic achievement as well as personality adjustment in an educational setting.

The philosophy of LBC addresses both the cultural and the educational needs of the children it serves. Underlying the cultural aspect of the philosophy is the belief that one must accept the speech patterns, affective state, and past cultural experiences the child brings into the classroom. LBC terms this the "sociolinguistic" component of the approach. The educational philosophy of the program emphasizes oral language and cognitive development. LBC calls this the "psycholinguistic" component of the approach.

Outcomes for the sociolinguistic component include positive feelings about a student's identity as an individual and about the student's cultural background. Outcomes for the psycholinguistic component are derived from the approach's function as a transitional language model which hopes to increase the comprehension and appropriate use of "standard English" as well as basic skills. Therefore, each part of the program (psycholinguistic and sociolinguistic) has its own objectives and measures to assess student progress.

Current work is focused on developing additional outcome measures appropriate for the approach as well as competency tests for teachers to use as aids in implementation and as a feedback device for planning inservice training.

13.2 THE PROGRAM

13.2.1 Program Objectives

The objectives of the LBC program are:

- to provide a transitional language approach within the child's educational environment; and
- to facilitate the child's development of cultural awareness, cultural acceptance, and a positive self-concept.

As mentioned above, the approach is composed of two analytic components: the psycholinguistic and the sociolinguistic. Psycholinguistic outcomes include abilities such as motor skills, auditory skills, oral and and written basic skills, computation and reading ability. Sociolinguistic outcomes include self esteem, cooperation, leadership, task completion, responsibility, development of career interests, human relations, and cultural awareness. These two broad categories of outcomes encompass both basic skills and non-cognitive traits.

13.2.2 Program Inputs

The reading program for each classroom consists of the regular school-adopted text and language arts materials. This flexibility was necessary because schools within the Los Angeles public school system use different reading and language arts series. The program has been used with Sullivan, DISTAR, and basal readers, depending on the particular school involved. Games are also included in the classroom teaching materials.

There are no special classroom requirements, but each FT school should have access to a videotape and a copy machine for the production of classroom materials.

Each FT program (cluster of schools in the district) needs one staff development person and a community assistant to implement the parent program. In addition, one staff resource teacher and two staff development aides must be available from each participating school.

Although teachers need a willingness to change and be flexible, they do not need extensive knowledge of the structure or development of Black dialects to implement the program. Introductory presentations on the approach have been developed to be appropriate for different levels of awareness and different types of audiences (teachers, parents, administrators).

Because the classroom component of LBC is so unusual, parent participation is a necessary part of the program. The program currently includes community aides as part of the regular staff who act as liaisons between the school, parents, and other community agencies. The community aides provide information to parents concerning the educational program as well as more general information (health care, etc.). As a general orientation to the LBC approach, parents of each child are given a full day presentation on Black language as it relates to the Black learner in the classroom program. This session includes observation of the demonstration and training classroom. LBC staff also recruit parents to act as volunteers in the classroom; these parents are given the same staff development training as teachers and aides. This parallel training facilitates the presence of as many as four to five parents in a single classroom at one time without interruption of the instructional continuity.

13.2.3 Program Process

The purpose of all classroom activities is to build a miniature city within the classroom. Participation in the "city concept" is the main vehicle through which LBC students learn and the mechanism by which LBC objectives are achieved. During the first month of the program the teacher uses the sponsor-developed assessment instruments to observe and measure the sociolinguistic and psycholinguistic abilities of the children. At the same time, the teacher participates in an inservice training program on the implementation principles of the city concept. During this initial training and assessment period, the teacher can conduct regular classroom activities by the usual method of teaching, with gradual infusion of LBC techniques.

Implementation of the city concept begins after pupil assessment to diagnose needs and teacher training have been completed. The city concept is developed with the student involved in planning the organization of the city. The human resource center is a framework for city organization. Upon learning about requirements, students can apply for positions offered in the city by making application. Each student is assessed to determine whether s/he is eligible to apply or needs to learn certain skills.

Classroom management occurs through the use of a token economy system organized around a reward structure and based on positive reinforcement. Implementation of the token economy gives rise to the need for a "token bank." This city institution is therefore discussed and set up as part of the classroom. Job descriptions are written for the roles necessary to operate the bank, and individual checks are issued to all students such that withdrawals and deposits of tokens can be made. Language development is emphasized through the job descriptions and job interviewing process by which students are selected to work at the bank.

Each city institution includes its own "career ladder" which is developed by the institution employees. Other city institutions are created in a manner similar to that of the bank. These include, for example, legislative bodies and elected positions (e.g., the city mayor), factories, and a post office (complete with its city stamp issue). A city "college" is founded, and the teacher uses this area to implement the standard language arts curriculum. Students use this area to tutor pupils in their areas of special needs or interests. There are 19 suggested city institutions in the LBC program, and some classrooms contain more. Most of the city institutions use games both published and teacher-constructed, related to specific urban functions as teaching aids (e.g., drama and post office games).

Although language development is important in all city activities, there is special emphasis on the type of language (ceremonial, informal, legal, technical, etc.) appropriate for use in each city institution. Students running for elective office must give campaign speeches with the appropriate oratorical flourishes. Correspondence between bankers and industrialists must be "businesslike," while personal letters can be more informal. Students are expected to learn when to use the appropriate language rather than to concentrate on specific types of language usage.

Because of the gradual development of the city within the classroom, the program is implemented in a manner dependent on the needs of the children and their adaptation to the logic of the city concept. There is no specified rate or order to the founding of city institutions. Specific institutions (banks, courts, restaurants, schools, factories, etc.) are started only when the need for them arises. In this way, the students can understand the relationship between urban functions and institutions in a manner that is "natural" and self-evident.

The LBC approach is unusual because it is designed so that city growth is continuously occurring. This growth process is part of the approach itself. The self-pacing rate of implementation would be lost if teachers imposed specific city institutions on the children before they were "ready" for them. LBC staff know that they have classrooms operating at different levels of implementation.

Because the implementation and development of the city concept is gradual, the amount of classroom activities devoted to the city increases slowly over time. This is advantageous in terms of educational change because not all of the old teaching styles and materials are immediately discarded. Rather, as the city concept is phased into the classroom (as part of its natural development) the old methods are gradually dropped. At the end of the process (the third grade), the token economy system is also phased out because it has become unnecessary; the influence of external rewards has diminished. This phase out encourages the development of internal motivation and aids in fourth grade transition.

The many adults usually in the classroom act as facilitators and models for the children. The students run the classroom, e.g., the mayor of the city begins the class day, and the city council organizes the daily activities.

The LBC approach was conceived to provide students with a transitional program from Black English to standard English while at the same time providing a cultural and educational context for the historical and political roots of Black English and, by implication, the historical antecedents of the child as a Black individual. Although the program is transitional in purpose, it does not encourage the eradication of Black English. The educational focus is on the choice of language forms, Black English being one of a variety of oral skills available to the student and necessary for her/his adaptation.

The city concept is the basic technology of both classroom management and instruction. It offers a uniquely sequential and logical model of classroom implementation (and phase out), the nature of which is suited to gradual classroom-based educational change. In addition, there is no necessary link between the teaching and management technology represented by the city concept and the emphasis on Black language. Although the city concept is language oriented, it by no means has to be associated with special language student populations.

13.2.4 Sponsor-Acceptable Outcome Measures

The LBC program uses both published and sponsor-provided measures. In addition to the regular district-wide CTBS testing program, LBC uses two language competency instruments--a sponsor-developed "Psycholinguistic and Analysis of the Black Learner" form and the Spache Diagnostic Reading Test. To measure affective outcomes LBC uses another sponsor-developed instrument (in use since 1975), Bloom's Affective and Cognitive Domain form, and Staff Development Skill Implementation. Current work in this area consists of the development of an instrument measuring cooperation (to be used with students, teachers and school administrators), and additional student assessment instruments to be used by teachers to measure personality and other affective variables. An additional sponsor goal is to extend the instruments' norms to include other cities and states.

LBC staff have implemented an ongoing evaluation that measures student gains in comparison with students in selected Los Angeles Title I schools. This design uses both standardized basic skills measures and assessment of affective outcomes such as self concept.

13.3 PROGRAM IMPLEMENTATION

13.3.1 Implementation Inputs

The LBC philosophy of implementation is best described as "pervasive pre/inservice". LBC staff believe that the best understanding of the approach results when all interested and involved persons receive training in the philosophy and theory of linguistics and the classroom techniques of the city concept. To this end, they have prepared introductory lectures and set up a sample classroom which is used to train teachers and administrative personnel in the techniques of the program.

As developers of a current self-sponsored FT approach, LBC staff have had experience in orientation procedures in regular school districts and have prepared introductory lectures and teaching materials. However, as participants in a self-sponsored approach, LBC staff have not had experience with implementation in other districts. They have developed guidelines for the implementation stages and staff development required for the adoption of LBC in other districts (see Appendix A).

LBC staff are associated with the Los Angeles FT program at the present time. To introduce LBC into additional schools or school districts, they would need more trainers who would be independent of FT in Los Angeles. LBC currently has a model classroom set up next to the FT office in Los Angeles that is used to train teachers as well as parents and school administrators. Such a facility can be made available in each district.

As mentioned above, the LBC approach uses the existing basic skills curricula, guidelines, and the educational frameworks of the local schools. LBC staff have experience with a number of reading texts and anticipate that any existing curriculum package can be used with their approach. Orientation sessions and introductory materials are also available; these have been used in the Los Angeles schools. Likewise, an explicit sponsor-district agreement form has been developed and used in the implementation of LBC in Los Angeles. This form outlines the terms of the contract between the sponsor and the district, as well as the responsibilities of each (see Appendix B).

13.3.2 Implementation Process

LBC has a program which is designed for gradual implementation. In the past, implementation of the city concept has begun in kindergartens during the second semester of the school year, while inservice teacher training, child linguistic assessment and the token economy system are introduced during the first semester. This process is considered central to the educational success of the program. It has other advantages in terms of the slow rate of classroom change and the increased length of inservice training possible due to gradual implementation of the city concept.

In a similar manner, the elements of the program are designed to be phased out at the end of the fourth year (third grade). The token economy is gradually eliminated as children become internally motivated. It is also possible to phase out the city concept. The staff of the current program in Los Angeles do this to ease the transition of third graders into the fourth grade environment.

LBC staff believe that successful implementation requires training for all involved individuals--parents, teachers, and school administrators. Preservice training consists of a number of steps. The sponsor gives a general presentation on the historical background of the approach which the participants then discuss. Teachers are then given weekly training sessions in the model classroom. The pace of instruction is keyed to the teacher's rate of advancement. LBC staff treat the trainees as students, e.g., the trainees construct a few of the city institutions. All school administrators, as well as parents and aides involved in the classroom, are expected to participate in the training. LBC staff have prepared competency tests for teachers on the elements of the program, and no teacher is allowed to implement the program without passing the test.

Inservice training generally consists of feedback and classroom monitoring procedures. During the initial training period, LBC staff send in trained personnel to report on the teacher's affect with the students and the teacher's methods for relating with children. When implementation begins, classrooms are visited once a week, and teachers are evaluated to discover their additional training needs.

Additional training often takes the form of individual teacher/staff counseling and modeling the process for the teacher. More structured staff development meetings are scheduled with teachers once a week, with aides once every two weeks, with parents once a month, and with school administrators once a semester.

13.4 READINESS FOR IMPLEMENTATION

The approach is currently in operation in eight schools as one of the two FT approaches located in the Los Angeles Unified School District. (Southwest Education Development Laboratory is the other approach.) LBC has had experience in training and implementing in a local FT environment and will be able to use current materials and procedures in any replication effort outside of Los Angeles. They do, however, lack experience in dealing with other districts. This means that LBC has not developed methods for assessing the interest and potential of an unknown school district in implementing the LBC program. LBC's extensive training program (which includes administrators and parents) may be hard to negotiate and/or arrange in other settings. Another aspect of the district/sponsor match problem concerns the target population of the approach as currently implemented. It remains unclear whether the Black language aspects of the program can be generalized to other populations. Longitudinal data have been kept on Mexican-American pupils who have participated in the LBC approach. Of course, the specific language focus can be eliminated altogether, but there has been no field testing of such an altered approach.

APPENDIX A

Implementation Guidelines

APPENDIX A

IMPLEMENTATION STAGES OF SCHOOL SITE DEMONSTRATION MODEL

V = In-Depth Theory Level
+ = Value Development Level
* = Application Preparation Level
■ = Program Development and Infusion Level

1. Stage 1					
a. Overview lecture/question-answer period for school staff and parents					
b. In-depth staff development for designated local school staff development coordinator(s)					
c. Mini staff development workshops for administrators, resource staff, demonstration teachers, parent leadership					
d. Visitation and observation of model sites					
2. Stage 2					
a. Planning sessions with staff development coordinator(s) and central team					
b. Implementation of program in demonstration classroom					
c. Demonstration lessons and critique follow-ups for classroom teachers					
d. Consultation on in-depth staff development for classroom teachers and aides					
3. Stage 3					
a. Consultation implementation of program in all classrooms					
b. Classroom observation and critique					
c. Consultation, as needed					
d. Parent involvement sessions					
4. Stage 4					
Reconsultation, as needed					

OPERATIONAL STAGES FOR SCHOOL DISTRICT OR SPECIAL PROJECTS STAFF DEVELOPMENT IMPLEMENTATION UNITS

V = In-Depth Theory Level
+ = Value Development Level
* = Application Preparation Level
= = Program Development and Infusion Level

Stage 1					
a. Overview/lecture					
b. Mini staff development of District parent group, area administrators, area coordinators, District teaching team					
c. Coordinator and advisor leadership development					
d. Visitation and observation of model sites					
Stage 2					
a. Planning sessions with District central team					
b. In-depth staff development of central team in sociolinguistic area					
c. Consultation on central team's implementation of sociolinguistic area					
d. Demonstration staff development on sociolinguistic area at local implementation sites					
Stage 3					
a. In-depth staff development of central team in psycholinguistic area					
b. Consultation to central (implementation team) on psycholinguistic sequences					
c. Demonstration staff development in psycholinguistic area					
d. Consultation (on-going) psycholinguistic area					

OPERATIONAL STAGES FOR SCHOOL DISTRICT OR SPECIAL PROJECTS STAFF DEVELOPMENT IMPLEMENTATION UNITS

V = In-Depth Theory Level
+ = Value Development Level
* = Application Preparation Level
■ = Program Development and Infusion Level

Stage 4

a. Planning sessions for implementation of demonstration model at school site					
b. In-depth staff development to central team on the implementation guidelines at school level					
c. Consultation on needs assessment for school site model implementation					
d. Consultation on implementation strategies for school site demonstration model					

APPENDIX B

Sponsor/District Contract

APPENDIX B

MEMORANDUM OF AGREEMENT

THIS AGREEMENT is entered into on the 23rd day of APRIL, 1979, between

LOS ANGELES UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY
450 North Grand Avenue
Los Angeles, California 90012

hereinafter called the District, and the

EDUCATIONAL LINGUISTICS CORPORATION
2100 Avocado Terrace
Hacienda Heights, California 91745

hereinafter called Educational Linguistics, Inc.

WITNESSETH

NOW, THEREFORE, the parties hereto agree as follows:

I. PURPOSES OF THE AGREEMENT ARE TO:

A. Provide the first phase of the staff development system of Educational Linguistics, Inc.'s Linguistics of the Black Child program for involved personnel from the Los Angeles Unified School District's Compensatory Instructional Programs Division programs, as follows:

  1. Project Follow Through
  2. Proficiency in English Program for the Black Learner (P.E.P.)

B. Provide technical assistance to each of the two Compensatory Instructional Programs in the implementation of the Linguistics of the Black Child program.

C. Provide implementation of the Linguistics of the Black Child program, as follows:

  1. Implementation in Project Follow Through will be to expand the research developmental model in grades K-3.

  2. Implementation of the Compensatory Instructional Programs Division's Proficiency in English Program for the Black Learner will serve as the Division's operational model.

II. EDUCATIONAL LINGUISTICS, INC. SHALL:

A. Designate a contact person from its staff who will represent Educational Linguistics, Inc. That representative shall be Dr. Howard M. Holt.

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B. Continue to implement and refine a staff development system to Project Follow Through personnel and parents which will ensure successful implementation of the language pilot project.

C. Design, conduct and evaluate staff development sessions and workshops for designated area, school personnel, and parents involved in P.E.P.

D. Assist the District in the installation of Educational Linguistics, Inc.'s Follow Through Pilot Model (Linguistics of the Black Child) into eight (8) Follow Through schools K-3 (49th St., 99th St., 107th St., 109th St., Graham, South Park, Ascot, and Wadsworth Elementary Schools.)

E. Evaluate and analyze staff development data from instruments made available by Educational Linguistics, Inc. and administered by the District.

F. Identify the pupil and teacher instructional materials needed for the implementation of Linguistics of the Black Child in the Follow Through models and P.E.P. Demonstration Center.

G. Analyze in conjunction with the Follow Through Project staff pupil data and interpret results to the District.

H. Supply to District publications listed below, based on orders from the District, at prices shown:

Publication	Price
Program Information Brochure	$1.25
Teacher Study Guides	5.00
Test Packet for Parents	6.00

III. THE DISTRICT SHALL:

A. Administer the projects. The Superintendent of the District shall designate a Project Follow Through Director who will represent the District in all matters pertaining to the Follow Through model. The Superintendent shall designate a Compensatory Instructional Programs Division Coordinator who will represent the District in all matters pertaining to the P.E.P. model. Educational Linguistics, Inc. shall be responsible to both individuals for all services to be provided under this agreement.

B. Provide mutually agreed upon building space, utilities, equipment, personnel, auxiliary services, and administrative support to implement and operate the Educational Linguistics, Inc.'s Follow Through and P.E.P. models.

C. Provide audio and video tape, recorders, and equipment for use in the implementation of Educational Linguistics, Inc.'s Follow Through and P.E.P. models.

D. Designate a minimum of one staff development coordinator, stationed in the District, for the Follow Through model.

E. Designate one site evaluation coordinator, stationed in the District, for the Follow Through models.

F. Provide one teacher and one teacher aide for each class participating in the Follow Through model.

G. Contact and encourage the participating teachers and teacher aides to attend scheduled bi-monthly inservice training conferences to be coordinated by Educational Linguistics, Inc. and conducted by Follow Through leadership personnel.

H. Ensure that the District's Follow Through leadership personnel spend, on the average, two hours per day in classroom observation.

I. Purchase the instructional and staff development materials identified by Educational Linguistics, Inc. as required to operate the Educational Linguistics, Inc.'s Follow Through model, unless otherwise specified in the next section entitled "Copyright and Publication."

It is anticipated that the following quantities of the publications will be required, but it is understood that the District is not obligated to order these quantities.

Publication	Quanity
Program Information Brochure	1,000
Teacher Study Guides	200
Test Packet for Parents	200

J. Provide an evaluator to assist the P.E.P. Coordinator in monitoring and evaluating the Proficiency in English Program.

K. Make payment to the Contractor based on acceptable invoices submitted by the Contractor for approval by the Assistant Superintendent, Compensatory Instructional Program Division or authorized delegate. Payment shall be made for services rendered at the rate of $20. per hour, which shall include all expenses by Contractor, not to exceed a maximum of $12,800. Maximum payment for materials ordered and supplied, as indicated by sections 2H and 3I, above, shall not exceed $3,450. Maximum total for both services and materials shall not exceed $16,250.

IV. COPYRIGHT AND PUBLICATION:

A. The term "materials" as used herein denotes writings, sound recordings, films, pictorial representations, charts, drawings or other graphic representations, computer programs, and work of any similar nature produced or specified to be delivered under this agreement.

B. The District agrees that it will not establish any claim to statutory copyright or assert any right at common law or equity in any of the materials delivered to the District which have been produced by Educational Linguistics, Inc. independent of this agreement, except that the District shall have the right to use or make references to said materials in its own classrooms during the term of this agreement, and Educational Linguistics may grant the District written permission, at no cost, to use and make reference to the materials delivered and used in this project after the agreement's termination date.

C. The District will grant Educational Linguistics, Inc. written permission, at no cost, to use and make reference to any materials produced under this agreement and grant to Educational Linguistics, Inc., at no cost, a royalty-free, nonexclusive and irrevocable license to publish, translate, reproduce, deliver, perform, use, and dispose of such materials.

D. During the performance of this agreement, the District will grant to Educational Linguistics, Inc. the right and permission, at all reasonable times, to inspect, or otherwise evaluate the work performed or being performed, and to photograph the classroom facilities, students, teachers, teacher aides, and other personnel assigned to the work described herein, by using video recordings or other audio-visual equipment.

E. Educational Linguistics, Inc. agrees that any materials developed and produced by the District independent of this agreement, become the exclusive property of the District. Use or reproduction of any or all parts of said materials will be only through written permission of the District.

F. Educational Linguistics, Inc. shall not produce any brochures or other written materials inferring approval or sanction by the District without prior written permission of the District.

V. DISTRIBUTION OF MATERIALS:

Access to or possession of pupil or teacher instructional materials or staff development materials provided by Educational Linguistics, Inc. for use in the projects shall not be granted to any person or entity other than personnel assigned to these projects by the District and Educational Linguistics, Inc.

VI. CONSULTANT EMPLOYMENT:

Consultants to Educational Linguistics, Inc.'s Follow Through and P.E.P. model portion(s) of the project from outside the staffs of Educational Linguistics, Inc. and the District shall have the prior written approval of both.

VII. INDEPENDENT CONTRACTOR:

A. While performing the services hereunder, Educational Linguistics, Inc. and the District shall each be independent contractors and not officers, agents, or employees of each other.

B. In regular employment, the institution which makes a personnel appointment shall be responsible for the supervision of the employee.

C. Educational Linguistics, Inc. agrees to hold harmless and to indemnify the District from and against any and all claims, demands, and causes of action of every kind and character which may be asserted by any third party, occurring or in any way incident to, arising out of, or in connection with, the services to be performed by Educational Linguistics, Inc. under this agreement.

VIII. TERMINATION:

A. Educational Linguistics, Inc. and the District each reserve the right to terminate its commitments hereunder by either party upon thirty (30) days' prior written notice of such termination.

B. In the event of termination, the value of materials and services provided by Educational Linguistics, Inc. will be determined by mutual agreement of the parties.

IX. LEGAL INTERPRETATION:

This instrument shall be subject to and interpreted by the laws of the State of California, and the parties agree that recourse to judicial action shall be to the courts of the State of California to the exclusion of all other judicial process.

X. PERIOD OF PERFORMANCE:

The period of performance of this Memorandum of Agreement shall be from March 5, 1979 through June 30, 1979.

WITNESS the hands of the parties hereto to ____ originals on the

________day of __________________, 1978.

LOS ANGELES UNIFIED SCHOOL DISTRICT
OF LOS ANGELES COUNTY

By Board of Education of the City
of Los Angeles

BY________________________
KINGSBURY T. JACKSON
Contracts Supervisor

EDUCATIONAL LINGUISTICS, INCORPORATED

BY________________________
Howard M. Holt, Ph.D.
Executive Director

CHAPTER 14

University of Minnesota
Primary Basic Experience Curriculum (PBEC)

Sponsor: University of Minnesota College of Education

Contact Person: Harlan S. Hansen

Institutional Affiliation:
University of Minnesota
College of Education
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14.1 OVERVIEW

The theoretical and philosophical basis of the Primary Basic Experience Curriculum (PBEC) approach is eclectic and represents a synthesis of the work of numerous philosophers and educators such as John Locke, Jean Jacques Rousseau, Freidrich Forbel, Maria Montessori, John Dewey, and Jean Piaget. The PBEC philosophy and approach are also based on findings from empirical research in child development, learning processes in early childhood, and educational practices (Sources: Reports to the Minnesota Council for Quality Education, and Playway: Education for Reality by Davis, Davis, Hansen and Hansen, 1973).

The purpose of PBEC is to establish an alternative to the traditional modes of presenting basic kindergarten through third grade curricula. PBEC emphasizes basic skills (reading, mathematics, spelling, handwriting, etc.), which are formally taught in the traditional manner established by school districts, for one hour each day. However, the PBEC approach is designed to integrate teaching of the basic skills into all other curriculum areas and to establish a one-to-one correspondence between classroom activities and the world outside. Students are purposefully and systematically involved in scientific inquiry and problem solving activities which require integration and application of the basic skills into other areas of the curriculum including social studies, humanities, performing arts, physical fitness, and community services. This is accomplished by adapting curriculum materials to the problem solving and inquiry approach, establishing a structured daily schedule which ensures that all curriculum areas are covered each day, and maintaining a classroom environment structured according to the sponsor's guidelines.

Parent and community involvement are also essential objectives of this program. Parents are encouraged to serve as volunteers in various ways--e.g., serving as resource persons for class units by being guest speakers in the classes, contributing artifacts for classroom use, and helping with classroom activities if time permits. Teachers send parents biweekly newsletters describing current and future study units and activities and suggesting ways that parents might reinforce or supplement the classroom learning.

The PBEC approach is designed to be implemented in any school district using whatever sets of curriculum materials are already employed, and with any student population including educationally and economically disadvantaged students, bilingual students, and handicapped students who are mainstreamed into regular classes. The approach has been implemented in kindergarten through the third grade in two St. Paul-Minneapolis schools (and through the fourth grade in one school), which serve heterogeneous racial, ethnic and socioeconomic populations. In general, however, both schools serve populations which are predominantly white native English speakers with working class and middle class backgrounds. Black students comprise the largest minority group. The St.Paul School District has adopted PBEC as one of its district-wide alternative approaches. (Parents have a choice of school and approach in this district.) They plan to implement the program through the sixth grade on a year-by-year basis during the next three years.

14.2 THE PROGRAM

14.2.1 Program Objectives

The sponsor's general program objectives are:

- to teach students basic skills (reading, mathematics, and language);
- to reduce the discrepancies often found between the real world and the world of the classroom by presentting students with real life problems to solve as an integral part of the curriculum;
- to provide students with opportunities to use basic skills as tools for problem solving by using an integrated subject matter approach;

- to structure a classroom environment filled with artifacts and resources so that higher level thinking becomes a natural function of the environment;
- to involve students, parents, and other community members in a cooperative approach to learning in order to develop a more fully supportive learning environment;
- to make the program cost effective by using resources in the school district and community that are already available for no extra cost; and
- to prepare implementing school districts for institutionalization of the approach when funding is withdrawn.

14.2.2 Program Inputs

The PBEC approach is designed to use whatever sets of curriculum materials are already employed by implementing districts. Because implementation does not involve changing the curriculum, but rather the way it is presented in the classroom, extensive preservice and inservice training of teachers is a prerequisite for successful implementation. An important objective of the approach is to make extensive use of school, school district, and community resources already in place so that costs are minimized and services and learning opportunities for students are maximized. For example, the St. Paul School District has purchased the Unified Sciences and Mathematics for Elementary Schools (USMES) materials which consist of resource materials in the subject areas of natural, social and communications sciences presented in an integrated manner. The St. Paul School District has had a resource person trained to assist any schools or individual teachers desiring to use these units. The sponsor has made extensive use of the USMES materials and the resource person already employed by the St. Paul School District.

At present, the kinds of project staff required for implementation of the PBEC approach include volunteering teachers, supportive principals, project directors, project coordinators, consultants, lead teachers, paid aides and/or volunteers. Role behaviors for staff and requirements for these positions are specified in the sponsor's Replication Manual and are described below. All of the descriptions have been excerpted from the Replication Manual (pp. 21-25).

- Project Director

Role:

A project director is needed to orchestrate the administration of the project. A principal, supervisor or other central office staff person could assume the role, as many functions performed by the director are similar to most administrative roles. That person will be most successful if he/she possesses the following skills: ability to organize, administer and manage a project, program or building; knowledge of the school system's policies and procedures; experience in developing evaluation materials and pursuing the implementation of that development; ability to prepare and present oral and written reports to parents, community and state department of education; experience in planning implementation programs, including in-service training, and monitoring activities that are crucial to the program.

Responsibilities:

Initiate planning sessions for project's development and maintenance;
Set up and monitor budget;
Develop procedures for selecting personnel;
Organize in-service sessions, securing services of consultants and other resources;
Keep records of all activities, meetings, data, etc.;
Prepare reports to school district;
Assist in developing project's evaluation design;
Coordinate work of all staff involved in project;
Encourage, assist and support implementation of all aspects of project.

- Project Coordinator

Role:

One person needs to be available to coordinate the various components of this project. That person should have some previous knowledge of the problem-solving approach. The person designated for this role can be a lead teacher, an intern, a principal or a member of a school system's curriculum department, but whoever is chosen should be able to communicate with teachers, parents, principals and school board members and to understand their perceptions, needs and viewpoints. Other necessary skills include: experience in and knowledge of the inquiry or problem-solving approach to teaching; knowledge of and experience in planning unit teaching; ability to relate to and work with teachers in the classroom setting.

Responsibilities:

Schedule specific times at each school within the project;
Solicit parents to do tasks such as taking pictures of activities, planning and calling for field trips, etc.;
Work closely with parent groups;
Record what teachers and coordinators agree to have accomplished each week;
Do demonstration and team-teaching with classroom teachers;
Write newsletter to share efforts of all participants with staff, parents and community at large;
Record minutes of meetings with staff, parents and community;

Help teachers identify ways of integrating basic skills into all aspects of the curriculum;
Work closely with classroom teachers as they set up interest centers;
Suggest activities for children which implement objectives;
Discuss and seek solutions to problems as they arise;
Suggest ways to bring about more parent involvement, to coordinate activities in classroom with community resources, etc.;
Assist in evaluation process and interpretation of results;
Serve as communication link between all project participants and between project and other staff;
Help teachers select, develop and teach units;
Work with parent group to help members understand and support the project.

- **Teacher**

Role:

Teachers are the key figures in the full implementation of the program. They are responsible for planning and organizing the classroom and the curriculum, maintaining a positive learning climate, planning for individual learning and evaluating progress within the context of the goals of the program. To do this requires an understanding of the philosophy behind the program, enthusiasm and dedication to the project, sensitivity to the needs of the children and a real willingness to expend the extra effort to make the program succeed. Specific characteristics include enthusiasm for teaching, openess to new ideas, ability to be flexible and tolerant, and an underlying trust in the ability of the children.

Responsibilities:

(Before the School Year Begins)

Attend in-service sessions;
Prepare the classroom, set up interest centers, play centers and bulletin boards and arrange furniture;
Apply the problem-solving approach to curriculum and other areas such as classroom management requirements of this program;
Gather necessary materials and supplies;
Decide on a class schedule;
Select units to be studied where appropriate to the approach;
Assess community and set up schedule of community resource people to be contacted;
Become familiar with units and needs entailed;
Order self-correcting self-instructional games and activities to reinforce basic skills;
Identify skills in problem-solving which will be developed throughout the year;
Plan a peer-tutoring program as well as a self-checking system for correcting work;
Develop a system for housekeeping chores which places the responsibility upon the children;
Select "artist of the month" pictures and sculptures for the year;
Order furniture, rugs, etc., for problem solving area;
Set up calendars for the year.

(During the School Year)

Adjust schedule to fit program requirements;
Integrate basic skills into problem-solving activities whenever possible;
Note skills and keep record of the integration of these skills;
Develop a system for recording progress in desired areas;
Write parent letters every three to four weeks informing parents of units being studied, requesting artifacts and arranging for resource people;
Recruit resource people and arrange visits;
Arrange field trips;
Change action bulletin boards as needed;
Change content of interest centers periodically as interest indicates;
Welcome visitors of all kinds to the classroom;
Keep a log of visitors, units studied, skills, resources used, materials that seemed best suited to the work, etc.

Teachers need to understand the PBEC philosophy, commit themselves to the program, take part in in-service training so they feel secure in the approach, develop environments for use in the program, become aware of problem-solving potential in the daily activities of the class, select and develop major problem-solving units from existing curriculum or from USMES and/or Playway, develop a daily schedule, enlist parent support and involvement in the program, understand the extra work required in any new program and recognize that various visitors will be coming into the classroom.

- Principal

Role:

The principal plays a very important part in the successful implementation of the program. As the administrator of the building, the principal supervises all aspects of the program, supports the work of the project teachers as well as the work of other teachers and acts as liaison between the school and the community.

Responsibilities:

(Before the Project Starts)

Get approval for project from local school district officials;
Clear research design with local district research and evaluation department;
Become familiar with proposal, underlying phlosophy and practical details;
Select teachers who will participate;
Explain project to entire building staff;
Inform parents about the project;
If there is a choice for parents, devise a plan for assigning children;
Assist project director, consultants and others in setting up summer training sessions.

(After the Project Begins)

Show interest in project classrooms;
Meet regularly with project teachers regarding progress;

Stay in close touch with program coordinator;
Plan regular conferences with coordinator;
Report to parents in newsletters on project;
Plan visitations by interested principals and teachers;
Keep records of visitors;
Maintain a file (notebook) explaining the project;
Call in resource people assigned to the school to assist as needed;
Assist in planning and support continuing in-service efforts for project staff.

- Consultant

Role:

The consultants are the originators of the program. They articulated the philosophy and accompanying practical implementation of their ideas and provided the direction needed to sustain the program. Their involvement is periodic, not continuous. They are called upon as needed.

Responsibilities:

Make initial site visit to determine needs;
Meet with administration to clarify the philosophy, aims and methods of the program;
Conduct workshops for teachers to explain the theoretical bases of the program and to involve teachers in setting up the classroom environment and planning problem solving activities;
Provide follow-up services to help teachers with the further implementation and refinement of the program and to keep the administration aware of the program's developing needs;
Assist with the evaluation by identifying areas to test and the kinds of tests to use;
Interpret and explain the program to parents, if appropriate.

- Aide (or regular volunteer)

Role:

The services of a regular part-time aide or a volunteer has been suggested by the participating teachers as an important and needed improvement in the project. Many things could be done by this person to assist the classroom teacher. The aide should be knowledgeable of the community, have clerical skills and be able to assist in the classroom activities.

Responsibilities:

Assist in scheduling field trips;
Photograph children, guests, trips, events and keep a file of slides and prints of these;
Locate resource people;
Construct bulletin boards;
Assist in making or collectilng items for interest centers;
Make learning materials for interest centers;
Assist with requisitioning equipment and supplies;
Tutor individuals or small groups (depending on the classification of the aide as clerical or instructional);

Assist in activities such as making graphs, writing letters, making tape recordings and writing reports;
Accompany class on field trips.

Because the program is designed to be adapted to any curriculum, the primary requirements for staff are enthusiasm and willingness to work harder initially than teachers who teach in a traditional manner. The PBEC approach requires that the curriculum receive continuous and systematic attention throughout the weekly, monthly and yearly schedule.

14.2.3 Program Process

Three sets of activities essential to implementing the approach and achieving the objectives listed above are (1) adapting existing curriculum materials and teacher modes of instruction to the sponsor's problem solving and inquiry approach; (2) establishing a daily class schedule specified by the sponsor; and (3) setting up the physical classroom environment specified by the sponsor. These activities are described below.

Adapting existing curriculum materials to the sponsor's "problem solving" and inquiry approach is the primary requirement for program implementation. The sponsor defines problem solving as

> "a procedure whereby students and teachers work together to find answers to significant questions related to the subject areas of social studies, science, mathematics and communication. Students formulate questions and hypotheses about the social and natural phenomena around them and attempt to answer those questions by gathering and processing data. Major emphasis is placed upon the development of logical reasoning and scientific thinking" (Replication Manual, 1978, p.8).*

The problem solving approach is interdisciplinary and uses scientific methods for studying the problem, analyzing the problem, choosing tentative solutions and considering the consequences of each, collecting and organizing data, solving the problem, and evaluating the results. Teachers are encouraged to revise their existing units of study, particularly in sciences and social studies, to fit this process. Teachers introduce the challenge, provide the tools and materials needed, encourage questions, organize children in groups, plan with the children the task to be accomplished and how it will be done, provide time for individual work,

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*Samalien, D. and Kidder, D. Primary Basic Experiences Curriculum: Replication Manual. Prepared for the St. Paul Public Schools Curriculum Office, St. Paul, Minnesota, 1979.

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coordinate reports and exchanges and help children make generalizations and decisions, and evaluate both the process of working on the problem and evaluating the results. Problems studied come from real life and from the school curriculum.

The problem solving approach can be introduced in kindergarten through the third grade with the complexity and sophistication of the problems depending upon the grade levels and students' abilities. For example, children might be introduced to natural sciences through a unit on growing plants, or a classroom zoo. In kindergarten, or first grade, students bring plants or animals to school. Resource persons such as greenhouse owners or zoo keepers give presentations to the classes. Basic skills of mathematics and measurement are utilized as the children observe, measure, record data, and chart the growth rates of seeds exposed to a variety of experimental conditions (e.g., near or far from windows, with and without supplementary nutrients). Language arts skills are employed while children keep their observation logs and later prepare oral and written reports on the results of their experiments. Figure 14.1 presents an example of activities involved in one of the USMES units dealing with a real life problem, eating in school.

In the early stages of implementation teachers are encouraged to use prepackaged materials, such as:

- Unified Sciences and Mathematics for the Elementary Schools materials (USMES), Moore Publishing Company, Box 3036, Durham, North Carolina 27705;
- Holts Databank, ESS, AAAS and other commercially prepared series in science and social studies; and
- Playway: Education for Reality (1973), developed by the sponsor, which provides sample units for kindergarten and the first grade.

As they become familiar and comfortable with the problem solving approach, teachers are encouraged to develop their own units and activities. Appendix A presents the rationale and activities for each curricula area.

The classroom environment is a critical component of the PBEC approach, and the sponsor has developed very specific guidelines for constructing the environment. In every classroom three permanent areas are set up:

The Group Meeting Area. This area must be large enough for the class to sit comfortably and move about for physical fitness activities

EATING IN SCHOOL

Challenge:

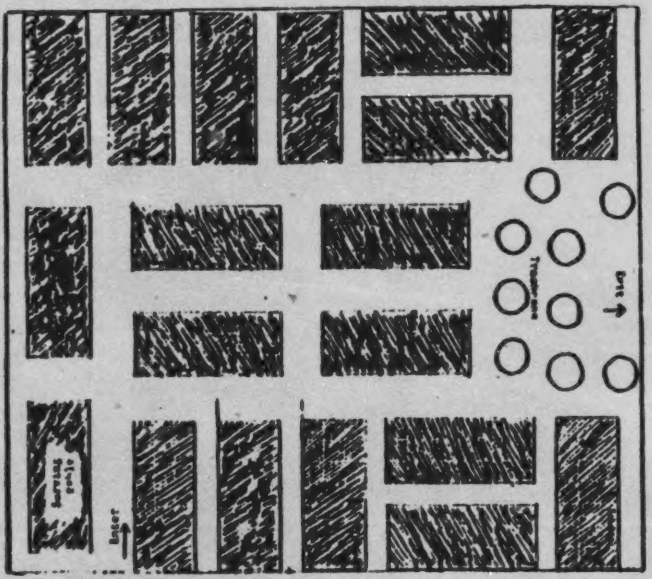
Promote changes that will make eating in school more enjoyable.

Possible Class Challenges:

How can we improve the lunchroom environment?

How can we improve the service in the lunchroom?

How can we improve the food we have for lunch (snack)?



Reproduced from The USMES Guide, developed by Educational Development Center, Inc., 55 Chapel Street, Newton, MA, published by Moore Publishing Company, p.197.

Figure 14.1

Lunch and breakfast are often sources of student criticisms. Complaints usually focus on the lunchroom itself (too noisy, no decor, poor furniture arrangement) or the food (unappetizing, poorly served). Whatever the problem(s), students will respond eagerly to the unit challenge because eating is one of the more favored school activities.

Problems connected with their lunch, breakfast, or snack may arise naturally when students complain that the food was terrible or the wait in line was unusually long. In some classes the teacher need merely ask, "How was lunch or breakfast today?" for a lively discussion to evolve.

While discussing the challenge, the class may list possible problem areas, which may include physical aspects of the room itself, such as mealtime scheduling, the lunch and breakfast lines, traffic flow in the room, furniture arrangement, rules, lunchroom decor, noise, lighting and temperature, and student manners. Other problems may deal with nutritional aspects of food, such as quality, quantity, appearance, manner of serving, student preferences, waste, and storage of cold lunches. To assess the present situation, the students may first observe in the lunchroom for a period of time. The class may then identify one or two urgent problems and choose to tackle them before the others. To prove that the problem exists, they may decide to collect data, e.g., the amount of time it takes a student to get through the line, the number of students eating lunch or breakfast during each time period, the kinds of foods students throw out, the way the food is laid out and served.

For some of the tasks, the class may divide into small groups. As the lunchroom is used by the whole school, the students may conduct opinion surveys to determine preferences and additional criticisms. Any data collected through surveys and observations is graphed in preparation for a presentation to the school faculty, staff, and principal; scale layouts of the lunchroom may also be made. Many revisions of proposed changes may take place before a trial implementation of the plans occurs. During the trial implementation period the students collect data in order to assess the effectiveness of their plans. Revisions and surveys are once again made before the final plans are put into effect.

The students' interest may extend to improving other areas of the school, and they may then decide to pursue such USMES challenges as School Rules, Classroom Design, Classroom Management, Play Area Design and Use.

or games. A rocking chair for the teacher or guest speaker and a smaller child's rocker for students who are talking to the group are provided to make an inviting atmosphere. A carpeted 10' by 12' area can define the space.

The Area for Individual Work. All of the classrooms have desks or tables for writing and other activities done more comfortably while seated.

Interest and Play Centers. The remainder of the room is filled with interest centers. These centers are permanent places with appropriate tables, chairs, equipment and bulletin board space. Only the content of the centers changes throughout the year, not the centers themselves. The centers reflect the curriculum areas--science, social studies, reading, language arts, mathematics, physical education, music and art. Children are free to move around the interest centers in their liberty time. Teachers do have desks, but they serve primarily as storage areas. Teachers are encouraged to move around the room to work with individuals or groups of students. If possible, the sponsor encourages schools to set up a group work room for all of the teachers.

Because of the importance placed on the arrangement of furniture, the use of space, and the flexible schedule which calls for a number of classroom activities occurring simultaneously, traditional classrooms with four walls and a door seem best. One of the demonstration sites is located in a school that incorporated the open classroom concept. The classes have no walls between them, only portable room dividers. These do not appear to be adequate for setting up the required environment and the flexible daily schedule can sometimes interfere with the activities of the neighboring classes.

A sample PBEC daily classroom schedule is presented in Figure 14.2.

14.2.4 Sponsor Acceptable Outcome Measures

The sponsor has three categories of indicators of achievement of objectives: pupil performance on standardized test batteries, school staff and parent satisfaction, and the degree of implementation of specific project components.

Figure 14.2*

Sample PBEC Daily Schedule

Grade Level (1-3 and above)	Minutes
Contemporary living	15 minutes
Communication skills**	60 minutes
Free time	40 minutes
Performing arts/humanities	20 minutes
Movement/physical education	15 minutes
Problem solving and inquiry**	120 minutes
Literature	15 minutes
Evaluation/reflection	15 minutes
Total	300 minutes

Kindergarten	
Contemporary living	15 minutes
Free Time	40 minutes
Performing arts/humanities	20 minutes
Movement/physical education	15 minutes
Problem solving and inquiry	30 minutes
Literature	15 minutes
Evaluation/reflection	15 minutes
Total	150 minutes

*Reproduced from the sponsor's replication manual (p. 26).

**In grades one and possibly two, 30 minutes may be added to the Communication skills time block. There would then be 90 minutes in the Problem solving and inquiry time period.

The sponsor's indicators of achievement of pupil performance objectives include the battery of standardized achievement tests used for the St. Paul school district, and a special test of problem solving skills. The standardized tests used to assess students' performance in reading, mathematics and language include the SRA Primary I and II Achievement tests, the Iowa Test of Basic Skills, and the Metropolitan Readiness Tests: Primary Levels I and II. In addition, a modified version of the Test of Problem Solving Skills (TOPSS), developed by Educational Testing Service for use with the Unified Sciences and Mathematics for Elementary Schools curriculum materials, is also administered to project classes and their counterparts in comparison schools. The sponsor is searching for other tests of problem solving, reasoning, etc., which have been developed and tested with national samples for comparison purposes.

In addition to assessments of implementation by the sponsor, questionnaires soliciting reactions (ratings and comments) of parents, teachers and principals are administered at the end of each year. These instruments collect responses on the extent to which a number of specific project activities were implemented. Finally, the sponsor uses, as additional indicators of implementation, the following comparisons between PBEC classrooms and other classroom: the numbers of resource people speaking in classrooms; numbers of field trips; numbers of artifacts and other resource materials contributed by parents; and parent attendance at school meetings and parent-teacher conferences.

14.3 PROGRAM IMPLEMENTATION

14.3.1 Implementation Inputs

Curriculum materials already in use in the implementing school districts will have to be adapted to the PBEC problem-solving and inquiry approach. Materials which have been developed for the St. Paul schools will serve as examples, as would the USMES materials described above. However, site specific materials will have to be developed during the year preceding implementation.

Materials, lessons, plans and activities for kindergarten and first grade use are well developed and tested. Many of these could be adopted easily with minor modifications. However, for the second and third grades, when curriculum becomes more varied and specific, additional time will be needed to adapt the site's curricula to the sponsor's approach. The sponsor's staff, along with consultants who are curriculum specialists in areas of mathematics, reading, science and social studies, would be hired to adapt the implementing districts' materials during the year preceding implementation.

In addition, there are sets of materials that would be used in all implementing sites (e.g., special calendars and charts). At present each teacher is responsible for reproducing the materials, however, many could be standardized and prepackaged by the sponsor prior to implementation. The sponsor has not yet determined the exact type and number of materials that could or should be prepackaged. However, the sponsor feels this is feasible and would facilitate the training and implementation. The process of selecting and producing standard materials for use in each grade level, in all of the implementing sites, would have to be accomplished during the year before actual implementation and before preservice training of the trainers and the teachers.

The sponsor estimates that about six months' lead time will be necessary to adapt materials already in use by implementing districts.

Orientation plans involve speeches to be delivered to the school board, school administrators and parents during the site selection period. Successful implementation depends upon understanding the approach philosophy and voluntary participation by all concerned. The sponsor has delivered numerous orientation speeches and developed a slide show and print materials to be used as part of the orientation presentations.

Before implementation can take place school districts, principals, and teachers must decide to implement the program in their schools, and parents must make a commitment to enroll their students in the available classes. Thus, all children enrolled in PBEC classrooms will have been placed there by their parents' requests. The sponsor does not have a formal written document prepared at this time, however, such a document would contain a simple agreement to implement the approach as described above, with the daily schedule, classroom environment, and changes in the curriculum.

The sponsor's basic requirements for implementation are commitment by the sites to adopt the PBEC approach to curriculum adaptation, the daily schedule, and the environment; and to participate in research activities (e.g., extra testing, more observers in classrooms, etc.). The sponsor is particularly adamant about a commitment by the district to limit the formalized direct instruction in basic skills to a maximum of one and one-half hours per day. One hour per day of such instruction is preferred because integration of these skills into other curriculum areas is a crucial component of this approach. Without a commitment to these basic components, the approach does not exist.

Other than the basic requirements outlined above, the approach is flexible, and the built-in variety and flexibility in the daily routine reduces the potential problem areas once a commitment to the philosophy and educational approach has been made. For this kind of approach, a go-no-go decision is more likely than negotiations over particular components. Without additional information about exactly what FT regulations will require it is not possible to be more specific about what could be modified. This sponsor is comitted to conducting careful research and evaluation and thus feels that too much deviation from the basic approach would invalidate results. An understanding of the goals of research and evaluation and a commitment to attempt faithful replication are important selection criteria for sites whether or not the sponsor is funded by FT.

The sponsor will need time during a developmental year to create films, videotapes and print materials to use in training his staff and the school staff. The sponsor has taught courses at the University of Minnesota for graduate students who have worked as part of the project staff and for teachers who implemented the model in the St. Paul schools. Thus, much of the basic work needed to prepare training materials has been done. During the developmental year the sponsor would need to refine, adapt and supplement these materials to make them appropriate for training the FT staff and the teachers and other school staff.

This sponsor would operate under the auspices of the College of Education at the University of Minnesota and would have access to university space, facilities and other resources.

Plans for implementation include a demonstration site which would be the two schools currently implementing the approach. Demonstration of the approach in operation at least on a one-time basis is considered necessary for training trainers, project directors and any other project staff responsible for site replication. If it is not feasible for all teachers to visit the demonstration site, the sponsor is considering the possibility of developing printed training materials, as well as videotapes and slide presentations.

Staffing requirements for implementation in replication sites include 1) the project director, 2) the project coordinators, 3) volunteer teachers, 4) cooperative and involved principals, 5) consultants, and 6) aides or regular volunteers. The roles and functions of these staff members are described in detail in Section 14.2.2.

In addition to those staff listed above, the sponsor's home-based staff would include the in-house evaluation staff, the sponsor's developers and trainers, and curriculum specialists in the areas of reading, mathematics, science and social studies who will assist with the adaptation of each school district's curriculum materials. The sponsor has already thought through the general kinds of backgrounds and prior work experience required for these positions; however, more specific criteria for staff occupying each of these roles will have to be determined prior to recruitment for implementation.

No special facilities beyond those normally expected, such as offices for project staff, are required. It is desirable that teachers have a separate workspace in the school building where they may store materials and records, work with volunteers and aides, and have access to a telephone for use in arranging the various field trips, recruiting resource speakers, etc. This workspace, though not required, would be valuable for teachers because they are encouraged not to use desks in the classroom so that they will move around the room working with individual groups of students in interest areas.

The exact time schedule for introducing the PBEC approach is dependent to some degree on the amount of preservice training and preparatory work that can be accomplished before the fall of the implementation year. In the past, the sponsor has introduced changes gradually, particularly in the first year of implementation. For example, teachers began the year by setting up the classroom environment and introducing the PBEC daily schedule while continuing to use their usual teaching methods. Within a short period of time, after they had become familiar with these components (a few weeks into the semester), they were encouraged to introduce the problem-solving and inquiry units and to change their styles of teaching--e.g., to use a more dialectical style where they pose questions or problems to encourage children to suggest answers and explore solutions. The teachers also began introducing the problem-solving curriculum units with one or two topic areas, such as classroom mangement, hobbies, or bicycle safety, and later (e.g., by the middle of the first semester or the beginning of the second), introducing additional units in areas such as the school zoo and growing plants.

During the early part of the first year of implementation the on-site project coordinators (or trainers) would visit classrooms frequently (e.g., once a week) to observe and assist teachers and to provide feedback and support. During this period members of the sponsor's staff would also visit classrooms and hold one-half day or full day workshops once a month. These visits and workshops would serve to assist teachers with implementation and also to provide them with encouragement and support, both of which the sponsor considers to be critical to successful implementation. Later in the year the length and frequency of visits of outside project staff would be reduced (e.g., bi-monthly visits by home-based staff, and bi-weekly or monthly visits by on-site staff).

The sponsor would like to introduce the PBEC approach in all four grades--kindergarten through third--at one time, rather than one grade per year. The approach was implemented gradually in one school (one grade per year), and all grades at one time in another, and the sponsor feels that it is better to introduce the curriculum to all grades at once. Having a larger number of teachers involved contributes to greater team spirit or comraderie, which makes faithful replication more likely and provides the second and third grade teachers with more experience with the approach. The sponsor would like to use the cohorts of children starting in the kindergarten and first grades as the primary research group and the groups starting in second and third grades as comparison groups in order to determine whether starting the problem solving at a later time has a significant impact on children's performance.

Figure 14.3 presents a simplified schema showing the sequence of activities during the first two years of implementation. Although the activities listed in Figure 14.3 will be started in approximately the sequence described, many of the activities will occur concurrently and will be continued throughout the year before full implementation. If implementation is not begun in all four grade levels (K-3) at one time, activities such as curriculum adaptation, preservice and inservice training would continue throughout each year as additional grades are added.

The sponsor's method of assessing the community's readiness is to make oral presentations and distribute printed materials describing the PBEC approach to community groups as well as to school district personnel and other concerned groups, such as teacher unions. Subsequent to the presentation and discussion of the approach, a community's acceptance or rejection of the program indicates its cultural readiness for implementation. The extent to which a community agrees to implement (e.g., one school vs. three schools, one classroom vs. two or three at each grade) serves as an indicator of readiness to accept the program.

14.3.2 Implementation Process

All of the sponsor's key home-based staff and key site-based staff (e.g., project directors, project coordinators/staff developers/trainers) would be trained by Dr. Hansen and his associates at the University of Minnesota. If it is possible Dr. Hansen would also like to hire some of the teachers who have already worked with the PBEC approach in the St. Paul school district.

All of the project coordinators/trainers with responsibility for training teachers would attend a two- to three-week workshop at the University of Minnesota to become familiar with the philosophy, goals, objectives, and methods of the approach. After the school year begins, and they have practical experience working with the teachers in the schools, they would return to the University of Minnesota for additional training and assistance with their problems.

The project coordinators and other site-based staff would meet regularly with the sponsor and other home-based staff throughout the school year and would attend all of the workshops for teachers, principals, aides, etc.

Figure 14.3

Simplified Sequence of Activities During the First Two Years of Implementation

YEAR I
PLANNING AND DEVELOPMENT

1. Coduct start-up activities:
    - Hire & train sponsor's home-based staff (trainers, administrators, evaluators).
    - Plan, develop & produce materials for training trainers & teachers.
    - Plan, develop & produce curriculum materials that will be standard across sites.
2. Conduct site recruitment & selection activities:
    - Conduct orientation workshops for prospective sites.
    - Make contact with sites.
3. Recruit, hire & train on-site sponsor staff.
4. Begin adaptation of curriculum materials unique to each site.
5. Identify schools & teachers.
6. Conduct orientation sessions for parents & recruit children for model classrooms.
7. Conduct orientation sessions & preservice training workshops for school staff, & assist school staff with preparatory activities.

YEAR II
FIRST YEAR OF IMPLEMENTATION

1. Introduce approach in all grades:
    - Introduce changes in classroom environment.
    - Introduce changes in teaching methods & classroom management.
    - Introduce problem solving & inquiry units.
2. Sponsor staff work with teachers to accomplish implementation.
3. Conduct inservice training for trainers (project coordinators).
4. Conduct inservice training for teachers & other school staff.
5. Hold meetings with parents.
6. Conduct formative evaluation, e.g., assess implementation & achievement of project goals, & make adjustments as necessary.
7. Conduct summative evaluation & plan changes needed for next year.
8. Recruit teachers for 2nd grade.
9. Adapt curriculum materials for 2nd & 3rd grades.
10. Conduct orientation, preservice & inservice training sessions for new teachers.
11. Prepare for next year.

Preservice education for teachers and others assisting in the program would begin with day-long workshops where the sponsor, coordinators, and perhaps other teachers already involved in the program give an overview of the model philosophy, goals, objectives and role behaviors expected of project staff. This first preservice meeting should be held in the late spring of the year before implementation begins. The sponsor would offer a two- to three-week workshop for teachers (and principals if they desired) in the summer before implementation.

Attendance at preservice workshops in the spring and in the summer are mandatory because of the drastic change in teaching styles, delivery of content and classroom management. Prospective teachers have to be given thorough training in the philosophy of the program, the required methods of adapting the materials already in use in the school, how to set up the classroom environment, and classroom management. As part of this training, it is important that the teachers be given an opportunity to observe teachers already implementing the program. This could be done with videotapes and demonstrations by the trainers.

Inservice education and training will be accomplished in several ways. First, four or five one-day workshops will be conducted throughout the year by the sponsor's project coordinators/FT staff developers. In these workshops teachers will review their preservice training and receive additional training in the basic teaching methods. These workshops will also provide teachers with opportunities to discuss problems and share ideas arising from their experiences in implementing the approach. As mentioned earlier, the sponsor considers visits from the sponsor's home-based staff extremely important for building and maintaining teacher morale and ensuring their faithful replication of the approach.

Second, during the first year of implementation consultants and project coordinators (or trainers) would meet with teachers on a regular basis (e.g., once a week initially and later perhaps biweekly or monthly) to:

- conduct demonstrations and do team-teaching with classroom teachers;
- help teachers identify ways of integrating basic skills into all aspects of the curriculum;
- assist teachers in setting up interest centers;
- help teachers select, develop and teach units;

- discuss and seek solutions as problems arise; and
- assist teachers with locating and scheduling resource speakers and arranging field trips.

Third, project staff in a school would continue to meet regularly to share ideas and solutions to problems. In schools where the program has been established for more than one year, the more experienced teachers would take over some of the role activities of the project coordinators and serve as resources for the new teachers. This source of inservice becomes particularly valuable as the program becomes institutionalized and the project support staff withdraw.

The sponsor considers the understanding and support of teachers and other district and school staff not involved with the approach crucial to successful implementation. For that reason, all teachers, parents, counselors, etc. in a school are invited to attend the orientation sessions and inservice workshops. Other teachers in the school are invited to borrow, use or copy any of the approach methods or materials, and to make use of resource speakers or other resources PBEC provides.

14.4 READINESS FOR IMPLEMENTATION

The PBEC approach has been designed for all students in kindergarten through the third grade. It is designed to accomodate all children including those who are economically disadvantaged, those with other special needs such as bilingual or who have handicaps or other developmental disabilities. The approach does not address these problems directly, relying on other services or programs in the school district which already provide special classes for such children, as well as the children who are enrolled in special Title I reading classes. The sponsor's approach to time management during the classroom hours which allows the teacher to spend more time on individualized or small group instruction appears to make mainstreaming of children with special needs less disruptive than in the traditional classrooms. No changes in the approach would be necessary to meet FT population requirements.

The sponsor will need a minimum of 12 to 15 months for planning and development before implementation as a FT approach. The approach has been implemented through the fourth grade in one school district during the last five years, and all of the basic components of the educational approach are in place and have been field tested and revised. The approach has been institutionalized and is now offered as one of the basic educational approaches that parents in the St. Paul school district may choose for their children.

Activities to be undertaken during the months preceding implementation fall into two categories. The first category includes the activities and planning that are necessary to replicate the approach in all new districts, and the second includes developmental activities that will be specific to each site in which the approach is replicated.

The specific activities that the sponsor will have to accomplish before further implementation include:

- development of strategies and materials for training trainers, teachers and other sponsor staff located at the home base and in the sites;
- development of curriculum and resource materials that would be used across all implementing districts;
- development or selection of additional tests of students' problem-solving abilities;
- assessment of the social and political climate of potential replication sites to determine their compatibility with the PBEC approach;
- determining and refining the criteria and requirements for hiring non-teaching staff; and
- selecting and making contracts with sites.

Once sites are selected, a considerable amount of sponsor time and staff resources will be needed to become familiar with the district and community resources. The sponsor will adapt existing curricula to the PBEC approach and assist the teachers in planning their teaching units and activities. The sponsor plans to hire consultants to assist with these site-specific activities. Some of the consultants would be curriculum specialists in reading, mathematics, social studies and scientists, and others might be district employees and/or senior teachers who are familiar with the communities and their social and political climates.

APPENDIX A

Rationale and Activities for Each Curricula Area

APPENDIX A

Rationale and Activities for Each Curricula Area

Contemporary Living

During the 15-minute morning meetings, children and the teacher discuss the news, weather and community events; use calendars to anticipate birthdays, field trips and holidays; identify and spell the month, day, and year; consider problems in the classroom, school and community and offer possible solutions; share personal feelings and experiences; talk about unit-related artifacts and the day's schedule. The teacher encourages the students to do most of the talking and uses this opportunity to stimulate language usage and development of oral communication skills.

Communication Skills

Basic communication skills refer to the skills of letter and number decoding, spelling, handwriting, language arts and skills of oral communication. Children receive daily instruction in reading and mathematics as separate units in accord with district requirements. Instruction in all the basic skills is integrated into the rest of the curriculum areas, and they are taught through application, particularly in the problem solving and inquiry units. For example, children grow plants from seeds and cuttings and keep records of plant growth. They receive lessons in measurement in order to accurately apply lessons in spelling and handwriting when they write letters to resource people thanking them for visiting, or write stories about their class pets. The basic skills are high priority areas for teachers, and they are included wherever possible.

Finally, because of the flexible schedule and the "free time" period, teachers provide instruction to individuals and small groups of students as needed. Students who are more advanced work alone and tutor other children who need assistance.

Free Time/Play

Free time is not purposelessness or random activity, but rather a time for children to learn how to use their time constructively and explore individual interests within a context and environment that is carefully structured by the teacher. Supervised by the teacher, children are free to explore the interest centers and interact with materials and other children in their own ways without pressure to meet standards of achievement. The teacher moves around the room encouraging children to try new things, play games or conduct experiments, etc., and is available to provide assistance for individuals and to answer questions.

Movement/Physical Education

Each classroom is equipped with games and materials such as balance beams, ring toss games, and bean bags and jump ropes for children to use

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Movement/Physical Education

during their free time period. In addition, each day the teachers lead exercises, free movement, and dance. Physical education specialists provide further instruction designedd to facilitate the development of large and small muscle control and coordination. In addition, resource people such as athletes from local high school, college, amatuer and professional teams demonstrate skills, teach games, and discuss sportsmanship, safety, practice and conditioning. Parents and teachers and other resource persons also give presentations about such individual sports as golf, jogging, tennis or horseback riding.

As part of other units--e.g., Contemporary Living or Mathematics--children follow local teams by keeping charts of scores and standings, and learn to compute averages, differences in scores, and project games needed to win titles or conferences.

Problem Solving and Inquiry

Problem solving as defined in the Primary Basic Experiences Curriculum is a procedure whereby students and teachers work together to find answers to significant questions related to the subject areas of social studies, science, mathematics and communications. Students formulate questions and hypotheses about social and natural phenomena around them and attempt to answer those questions by gathering and processing data. Major emphasis is placed upon the development of logical reasoning and scientific thinking.

In the problem solving and inquiry units children are presented with problems arising from the curriculum areas or their own lives. They have to identify data sources, collect data, analyze the data, make inferences and generalizations about the results, and present the results to the class and others in oral and written reports. A brief description of a sample USMES problem solving unit is presented in Figure 1. The steps involved in the process are described in the sponsor's Replication Manual.

Performing Arts/Humanities

Art

Children are exposed to art appreciation and art expression. Through the "Artist of the Month" bulletin board and interest centers teachers expose children to different styles of painting, lithographs, sculpture and architecture. Children visit museums, and guest artists come into classrooms to discuss their work. Opportunities for children to express themselves through art are provided in twice weekly instruction in different techniques of painting, sculpting or handicrafts. Art tables and supplies are left for a week in the art interest center so that all of the children have an opportunity to explore expression through each art form.

Music

As with art, children receive instruction in music appreciation and performing arts. They are exposed to music in some form every day, through

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Performing Arts/Humanities

Music, cont'd.

either formal presentations, or as a form of play and relaxation. In addition to listening and learning about different styles of music from instructors and resource people (e.g., members of the local symphony, a parent or an older child), children learn songs and dances and how to play simple music on the piano, xylophone, or bells, etc.

Literature

During the daily literature periods teachers expose children to a wide variety of forms of literary expression by reading aloud from works of poetry, biographies, folk tales, adventure stories, true stories, novels, etc. Children are not expected to memorize or recall or figure out facts and situations as they do in the reading classes. Rather, they are encouraged to enjoy the work and express their thoughts and feelings without being evaluated. During these periods resource people such as story tellers from a repertory group come in to tell stories, and writers come in to describe how they write books and plays, and how these are made into movies and television shows.

Evaluation/Reflection

During the last 15 minutes of the day the class meets in the group meeting area to relax and discuss events of the day or other topics that they or the students choose--e.g., television shows coming on that evening, peer relationships, family relationships, or up-coming class activities.

CHAPTER 15

Monongalia County Follow Through (MCFT)

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15.1 OVERVIEW

The Monongalia County Follow Through (MCFT) approach has been in operation in 11 classrooms within three schools since 1969. The three schools are located in Morgantown, West Virginia: one within the city and two in outlying rural areas. Approximately 275 children, at least half from low-income families, are served by this FT program in first through third grade.

Monongalia County Follow Through coordinates school, family, and community resources in an effort to serve the "whole child" through new instructional approaches, health and social services, parent involvement, and extensive staff development. Based on the belief that children are individuals, differing in development physically, socially, emotionally, and intellectually, this approach seeks to give children the best possible chance to grow in these areas. Instructional methods emphasize the basic skills and go beyond this to foster the attitudes and build the skills that make learning an adventure and enhance the child's development of a positive self concept.

With the support and endorsement of the Monongalia County Board of Education, MCFT has functioned as a self-sponsored FT site for ten years. Its developers are interested in continued and greater FT support in the future to implement and institutionalize the approach outside of Monongalia County. With the resources currently available to the sponsor and to local school systems, the reading component of the approach has been implemented in four additional West Virginia counties (see Appendix A). Further implementation of all the components as a total FT program requires increased resources.

15.2 THE PROGRAM

15.2.1 Program Objectives

There are five major objectives within the Monongalia County Follow Through approach:

- To develop an individualized instructional program to meet the needs of each child through a team (teacher, aide, parent, and sponsor support staff) approach.
- To provide social services designed to be supportive of the family as a whole, to encourage the use of community agencies, and to encourage the fullest possible participation of the family members in school and community activity.
- To elicit parent involvement by participation in the Policy Advisory Council (PAC), the Parent Participant Program, parent activities, the Clothes Closet, and as parent volunteers in the classroom.
- To improve the level of nutrition of FT students and their families.
- To provide specific medical and dental services for FT children and their families.

Table 15.1 illustrates the objectives of this approach as they are reflected in the various program components.

15.2.2 Program Inputs

One of the highlights of the MCFT instructional program is the implementation of a diagnostic approach to reading programs designed and developed by its teachers and staff. CAIR--Comprehensive Approach to Individualized Reading--develops competencies in word-recognition, comprehension, and study skills. Forty-two specific skills are taught in the CAIR reading program and presented to the child in the form of activity kits. Each skill is divided into either one or three levels, depending on the degree of complexity of that skill. The skills are sequenced developmentally, with each level housed in a separate activity kit. See Appendix B for a list of the skills taught by CAIR.

MCFT teachers and staff also developed a literature program, (CAIRlit), which consists of creative literature activities developed for children's literature books. Language arts activities (e.g., listening, oral language, written language, reading skill enrichment, art, and music)

Table 15.1

MONONGALIA COUNTY FOLLOW THROUGH

INSTRUCTIONAL SERVICES		PARENT INVOLVEMENT	SOCIAL SERVICES	NUTRITION	MEDICAL/DENTAL SERVICES
Staff Development • Inservice training • "Management by objectives' • Competency-based CAIR training program • Monthly staff program planned meetings	Individualized Classroom Instruction • Assessment & evaluation of first grade children • Individual teacher conferences for program planning • Special diagnostic testing for 2nd/3rd grade children • Mobile learning centers • Individualized tutoring of special needs children	• Active PAC policy advisory committee • Parent Participant Program--parents working in classrooms • The Clothes Closet--good used clothing for FT families • Structured parent activities--planned meetings including a variety of educational and social activities	• Establishment of good rapport between families and school • Active role in promoting community social action • Liaison between FT parents & community agencies • Arrangement for direct services to FT families • Home visits for FT enrollments; follow-up visits	• FT breakfast program • Special classroom materials to organize nutrition lessons • Classroom instruction utilizing WV University cooperation • Improve level of nutrition of FT families • Parent meetings on nutrition	• Complete physical exams & followup for children • Health Advisory Committee--parents, staff, professionals • Health care & health education • Supervised classroom preventive dentistry program
Nurturing Children's Self-Concept • Special training sessions to develop positive approach to classroom management • Creative materials & activities to develop self-concept • Basal reading program	Diagnostic Approach to Teaching Reading • Basal reading program • Sullivan programmed reading • CAIR: Comprehensive Approach to Individualized Reading • CAIR lit: comprehensive literature program • "Read-to-Me Books": parent involvement				

are used to develop children's appreciation and enjoyment of reading. In addition, MCFT staff have developed mobile learning stations, housed in attractive trunks and shared among teachers on a monthly basis. These stations contain commercial and teacher-made materials covering many educational topics such as anatomy, transportation, animals, and place value. Through these learning stations children can, either individually or in small groups, independently explore and discover.

The CAIR reading and literature programs supplement the basal reading series used in the classroom. MCFT does not specify the use of any particular basal series, although the Sullivan Reading Program has been used most successfully in the present FT classrooms.

A home reading component was initiated in March, 1979, and is currently in the field test stage. A series of "Read-to-Me" books was selected and workbook-like tablets were developed and prepared to accompany each book. These paperback books are sent home with the children whose parents then read to them and help them to complete the work tablets. The books are returned to the teacher, while the tablets are kept by the children for further use.

Use of the CAIR reading program requires a text activities kit and evaluation materials. Text materials--including a teacher's kit manual, a CAIR-criterion-referenced test manual, and sample test and flow charts, cost about $18 per teacher. The teachers organize activity boxes which include some commercially-made, but largely teacher-made, learning activities which are developmentally leveled and labeled. A total kit, or 100 activity boxes serves one primary block of grades 1-3. Each box contains at least six games, activities, or learning tasks. The materials (including boxes, envelopes, paper, laminating film, transparent plastic, and felt-tip pens) to construct a total kit cost approximately $300; thus the cost per classroom is about $100. The materials are non-consumable; therefore, this is a one-time cost.

The CAIR literature program includes a teacher's manual ($8) and materials to create 36 learning activity boxes to be shared by three classrooms (grades 1-3). Again, these boxes are teacher-made and non-consumable. Materials to develop a total kit cost approximately $150, or $50 per classroom.

At present there are 15-18 mobile learning stations, each relating to a particular topic and containing six to eight individual or small group learning activities. The number and cost of these trunks depends on the resources available to the school and the creative talents of the teachers and aides.

The MCFT instructional program can be implemented in any regular classroom, provided there is movable furniture in order to set up individual learning centers and small group activities. Within the school, there must be shelving or some centrally located and accessible storage space for activity boxes and trunks.

The sponsor staff are housed in offices provided by the Monongalia County Board of Education and function as a support team to the schools and families participating in the MCFT program. Staffing of the sponsor shop includes:

- Program Coordinator, half-time
- Instructional Specialist, full-time
- Social Services Coordinator, full-time
- Parent Coordinator, full-time
- Media Aide, full-time
- Nurse, two thirds-time
- Health Aide, half-time
- Secretary, full-time.

All project staff, except the Program Coordinator and the Secretary, spend the majority of their time in the field, working with FT children and parents. In addition to the specific skills and experience required of individual staff members (discussed below), all must have or acquire knowledge of the rationale and philosophy of the MCFT program and must work cooperatively with the total staff.

The Program Coordinator has overall responsibility for planning, staffing and coordination of the FT program. S/he acts as a liaison between the MCFT program and federal, regional and state agencies, as well as being the FT contact person for local community groups and agencies. This person must have field/teaching experience at the master's level in some area of education, strong administrative skills, familiarity with the community, and a basic understanding of educational research. At present, the FT Coordinator also directs the Head Start program, ideally to efficiently use her professional resources and time, and to avoid overlap and unnecessary replication of services to families. As described later, should the program be expanded, its Director would be hired on a full-time basis.

The Instructional Specialist spends most of her/his time in the classrooms, and thus needs a master's degree in education and at least two years teaching experience at the elementary level. This person's responsibilities include supervision of the instructional program in FT classrooms, regularly planned classroom observation and staff conferences and development and implementation of additional curricula materials. In addition, the Instructional Specialist works closely with and serves as a resource person for teachers, aides and principals.

The Social Services Coordinator coordinates and follows up home visits and coordinates all social service workers (including Parent Coordinator, Nurse, Health Aide and social workers) to facilitate services to the families. S/he maintains enrollment records of all FT children, and makes a spring visit to the family of each child entering first grade. This person also works with teachers and other staff members to plan and develop a sound nutrition program and serves as a liaison with community agencies. The requirement for this position is a bachelor's degree in social work or a related field.

The Parent Coordinator maintains regular communication with the FT parents (i.e., home visits, telephone, mail); develops a program for parents, including meetings and special interest activities; coordinates Parent Participant training; solicits volunteers to maintain the Clothes Closet; sets up monthly PAC meetings; and arranges transportation and child care for parents to attend meetings, classes or activities.

The Media Aide works closely with the Instructional Specialist in coordinating the instructional component, planning workshops and inservice training programs. S/he is responsible for maintaining an inventory of CAIR instructional materials (reading, literature and mobile learning stations) and for circulating/transporting these materials among the schools. The Media Aide also serves as a resource person to help teachers with constructing and developing creative learning materials.

The Nurse, assisted by the Health Aide, coordinates all phases of the medical and dental component. S/he insures that all first grade

FT children receive required immunizations. In addition to serving as a liaison with community public health agencies and other FT program components, the nurse does health teaching in the classroom, in parent meetings, and in the home. The Health Aide is particularly responsible for assisting parents in obtaining health services for their children, i.e., by orienting and educating them to health issues and by helping parents arrange and keep appointments with doctors, dentists, and health agencies.

The Secretary is responsible for project office management, recordkeeping, and clerical support services for all sponsor staff.

15.2.3 Program Process

Several aspects of the instructional program characterize the relationships of child, teacher and parent inherent in the implementation of this approach. Because of individual differences of children within a typical classroom, the sponsor finds it necessary to supplement the basal reading approach with teacher-made materials. These materials are unique in that they represent ideas which the teacher feels will work with particular individuals who have not responded to the basic instructional techniques, methods and materials. A child works individually or in small groups, at her/his appropriate developmental level, with individualized instruction and assistance from the classroom teacher and aide. To keep a comprehensive account of each student's progress, teacher and student flow charts are provided. These flow charts reflect where the child is in respect to skill and the child's reaction to the activities s/he has performed. The teacher flow charts include results of the criterion-referenced test and also the teacher's evaluation of the child's performance as s/he completes activities at each level.

MCFT teachers spend at least 50% of instructional time in reading and reading-related activities. The CAIR reading curriculum should be used to supplement and enrich the basal reading program at least three time a week for 30- to 45-minute periods. The CAIRlit activities encourage and give the child the opportunity to practice the skills which s/he is developing. The "Read-to-Me" program involves parents in the child's recreational reading experiences. In addition to promoting the child's mastery of reading skills and development of an appreciation for reading, this program is designed to (1) increase interaction between the parent and the child, (2) develop continuity between the school reading program and home reading, and (3) promote home/school cooperativeness in the education of children.

Parents participate in the MCFT program in several ways. Parents from each school are selected to serve on the Policy Advisory Committee (PAC). This Committee meets monthly during the school year and helps make decisions and recommendations about the program and staff. During the school year, a number of parents are selected to work as Parent Participants. These parents receive one week of concentrated training in MCFT philosophy, materials, school procedures, child care and behavior. They then work as assistants in the classroom for seven continuous weeks or on a schedule that meets the individual parent's needs. Parent Participants meet monthly for training and sharing experiences. Each Parent Participant earns a stipend to defray expenses for clothing, child care, and transportation, as needed. Many parents, after completing their tenure as Parent Participants, continue to work in the classroom as volunteers, tutoring children, chaperoning field trips, assisting with medical and dental examinations, preparing materials or specific learning programs.

In addition to PAC and the Parent Participant Program, parent meetings are held regularly in community centers and schools. A variety of programs are offered to meet the needs of parents--such as sewing classes, field trips, adult education classes including G.E.D., special classroom projects, volunteer work in the classroom, homemaking activities, and discussion of the various needs of children and families. Many parents in FT also take advantage of the "Clothes Closet," a collection point for good used clothing made available to low-income families.

Within the social services component a visit is made to the home when a child enrolls in FT, usually in the spring of the year prior to fall entry into first grade. Followup visits are made as needed. These home visits are made to introduce the family to the FT philosophy and program, to assess the family's needs, and to familiarize the family with services available to them through local social service agencies. A "Helping Hand-Book" (listing agencies, services and how to contact) was prepared and distributed to FT families. Social services are often the link between family and school; the MCFT social service staff serves as a valuable resource to teachers, principals, and parents.

The effort to improve the level of nutrition of FT students and their families is an integral part of the program. Each teacher presents a unit on nutrition which is augmented by the project nutritionist. In addition, for the past two years, a West Virginia University nutrition student has presented a weekly lesson combining discussion, visual aids, and classroom cooking. Nutrition education for parents starts with a spin-off from their children's classroom experiences. In addition, there are sessions on nutrition in a series of parent meetings. FT also introduced a school breakfast program to Monongalia County.

FT provides several specific health services to enrolled children and their parents.

- Each child from a low-income family receives a complete physical examination by a physician yearly, including a blood test and sickle cell anemia screening for black children.
- All children in FT receive an examination by the nurse and the health aide, including a complete urinalysis.
- Free dental care is provided for children from low income families.
- As part of the preventive dentistry program, all children brush their teeth daily under the supervision of the classroom teacher. In addition, West Virginia University dental students are assigned to each classroom to instruct and motivate the children.

The FT nurse maintains a complete health history, updated yearly on each child in the program. Weekly visits to the classroom and frequent home visits are performed by the nurse. A health committee is maintained within the Policy Advisory Committee (PAC) and includes parents, the project nurse, and local professionals in health-related fields. This committee constantly evaluates and updates FT health services and seeks input from parents. Many health-related topics are also addressed in the general monthly parent meetings.

15.2.4 Sponsor-Acceptable Outcome Measures

The MCFT staff have developed and implemented as part of its reading program a criterion-referenced test. This test is used initially with the child for developmental diagnosis and placement within the reading program; later it is used as a measure of the child's progress in mastery of the basic reading skills. The CAIR criterion-referenced test consists of a series of 42 developmental tests that measure the individual child's mastery of each skill. The tests have been coordinated with the objectives at each skill level; therefore, if a student achieves 90 percent or better accuracy on any criterion-referenced test, s/he has mastered the skill being taught for that level.

In addition to the CAIR-specific criterion-referenced test, the MCFT staff use a variety of known tests to evaluate the child's academic achievement. The project Instructional Specialist administers a diagnostic screening battery to each child in the beginning of the first grade, which serves as a pretest. Conferences are held with each teacher to make recommendations for the individual child's reading program needs. This battery includes the Peabody Picture Vocabulary Test (PPVT), Wepman Auditory Discrimination Test, Slossen Oral Reading Test, and an individual letter-recognition test (oral and written). At the end of first grade the PPVT and letter-recognition tests are re-administered and serve as a posttest.

Testing in second and third grades is based on indivudual teacher's and children's needs. Formal testing is not programmed into the model, rather it occurs and is based on referrals from conferences with the teachers. Examples of tests that have been used include the Key Math Diagnostic Test, the Woodcock Reading Test, and the Peabody Individual Achievement Test.

In addition to the above sponsor-conducted testing, each year in the spring every child completes the Comprehensive Testing of Basic Skills (CTBS--McGraw-Hill, publishers). In West Virginia, the CTBS is mandatory in the third and sixth grades. In Monongalia County, all first, second and third graders in Title I schools (which includes all the MCFT classrooms) are administered this test as a measure of basic skills achievement. The state-required sixth grade testing provides longitudinal data on FT children.

Assessment of parent involvement rests on less formal yet reliable indicators such as levels of participatinon in PAC, the Parent Participant Program, and parent activities; information obtained through home visit contacts; and informal meetings between parents and teachers. In addition to assessing family needs, home visitors--including the Social Services

Coordinator, nurse, health aide, and any project support staff--are trained and expected to educate the parents to FT, to encourage and support their participation in parent activities, and to generally be aware of the parents' response to the program. The Parent Participant Program does include a pre- and post-training attitudinal survey; this survey may be administered to parents as part of a home visit in order to elicit the parent's attitudes towards education in general and towards her/his individual child's FT experience in particular. Parents who choose to use the recently implemented "Read-to-Me" series in their homes are given the attitudinal questionnaire as part of their introduction to this children's home reading program.

15.3 PROGRAM IMPLEMENTATION

The Monongalia County Follow Through approach was designed for and has been implemented with children, grades 1-3, in 11 classrooms within four schools in the Morgantown, West Virginia area. One school was dropped from FT in 1974 when it was picked up by ACYF's Project Developmental Continuity. At that time three additional classrooms were added to the existing FT program at Cass District Elementary School. The other two schools using this approach are the Second Ward Elementary School and National Elementary School. The Second Ward School is in Morgantown while the other schools are located in outlying rural areas.

Replication of the MCFT program, including systematic data collection and evaluation, appears feasible. Its developers are particularly interested in further implementation in Appalachian states--Pennsylvania, Maryland, Virginia, Kentucky, Tennessee, and additional counties in West Virginia.

This approach has not been implemented with kindergarten children. At the time MCFT was developed, kindergartens did not exist in West Virginia. It was not until 1971 that the state initiated kindergartens within the school system, and at present, school is not mandatory for children until age seven. The approach developers did spend one year working with kindergarten teachers in Barber County to develop and adopt curriculum materials in their classrooms. Thus, MCFT staff have experienced the possibility of adapting the CAIR curriculum materials for kindergarten use, specifically in reading readiness skills included in the instructional program.

15.3.1 Implementation Inputs

The resources for further implementation are available, and in most cases already in operation in the three FT schools in Monongalia County (see Appendix A). Currently, curriculum materials do not include a math component, but the sponsor does have previous experience with development and implementation of a math program in grades 1-3. In 1971, an adaptation of Cuisenaire Rods--called "Rod Fun For Me"--was included in the FT program as a creative supplement to the basic math series. Materials, i.e., books, answer keys, and activities, were developed and are still available. The program was discontinued in 1975 because of lack of county support. MCFT project staff would like to reorganize and implement this component; updating and production of materials would take about three months. Orientation to and training in the use of these materials would be integrated into the teachers' training.

It has been noted earlier that preliminary investigation indicates that this program can be adapted for kindergarten use. The instructional program is scaled and used to teach reading readiness skills; a similar investigation and adaptation would have to be considered in redeveloping the math curriculum. All other components serving the child and her/his family are fully developed and appropriate.

Staffing for further implementation of the Monongalia County Follow Through project would depend on the number of sites and children involved. To replicate a program approximately the size of the existing project, i.e., with 200-400 children, would require a staffing pattern similar to the one adapted by the MCFT program, including several additional administrative staff in the sponsor shop and an on-site FT Director.

The sponsor shop would include three full-time professionals and one secretary/graphics person. These persons' responsibilities would extend to sites included in further implementation, as well as to the existing MCFT classrooms. The professional staff would include: a Program Director, responsible for overall program development and management; a Field Director, responsible for training of teachers and staff and day-to-day monitoring of the on-site program; and a Research Director, responsible for developing a research design, and collecting, analyzing, and reporting data.

The number, type, and roles of on-site FT staff would be the same as presently operating in the MCFT program, with the addition of an on-site FT Director. This on-site Director would serve as a liaison between the individual school(s) and the sponsor, and would be responsible for institutionalization of the FT program when the sponsor is no longer around. Staffing within the classrooms would also be the same as currently experienced--one teacher and one aide (full-time) and as many Parent Participants and volunteers as are trained and are available.

The Monongalia County Board of Education would provide sufficient office space for project staff. Within the school, some office space for FT staff and teacher use would be recommended, but not necessary. They are presently operating without designated office space in their FT schools. Some space is also necessary for parent meetings, usually within the school (library, music room, etc.) or in a comfortable community center. Also, storage space for CAIR activity boxes is required within each school. Some centrally located and accessible materials storage area and distribution center is needed for CAIRlit boxes and learning trunks.

15.3.2 Implementation Process

It would take approximately two years to establish the approach within a community and train local staff who could administer the program without full-time presence of the sponsor. This process would include one year of planning, development, and training and another year of full implementation within the new site(s). In the first year a base approach would be set up--including three months of community preparation and nine months of teacher training. Within this year project staff would train teachers to implement the approach by familiarizing them with the philosophy, methods and materials of the program. They would also help them to develop the teacher-made curriculum materials, to plan for their individual classrooms, and to set goals for themselves as FT teachers.

Some components of the approach could start up in the planning and training year, e.g., supervised use of materials, roving reporters and parent orientation. In the second year, the approach, and all its components, would be fully implemented in the site(s). Depending on the resources available to a school system(s), some components have been and could be implemented independently (e.g., CAIR reading or literature, "Read-to-Me"), but the sponsor prefers to replicate the total approach.

Ideally, by the third year, a site(s) would be able to continue the program on its own, with sponsor support available on a consulting basis.

Assessment of a community's readiness for FT would vary with the type of community and its local organization. A meeting would be set up with the school superintendent to introduce the approach, its philosophy, methods and materials, to discuss the feasibility of implementation, and to solicit the support of the local board of education. Contacts would then be made with principals and teachers, community social agencies, PTAs, and community leaders; where possible, random home visits would be conducted to insure involvement of parents and to get a better feel for the community. An orientation meeting for principals, teachers, and parent representatives would then be conducted and jointly presented by the sponsor staff and by local community people. The content of this presentation would be similar to the initial orientation of the superintendent and community leaders, including a film, samples of materials, and discussion of questions and issues of concern to the local people. This orientation could also include a visit to a demonstration school where the program is currently in operation.

Once a community has been assessed and it is decided that FT implementation is feasible, the next step is to develop a written agreement with the local education agency. For example, in West Virginia, a contract was established with the Monongalia County Board of Education. This agreement is legally binding and specifies the commitment and responsibilities of both the local education agency and the FT sponsor.

Once a school has been oriented to the MCFT approach, and has decided to adopt its philosophy, methods and materials, then the sponsor staff are prepared to train teachers in the use of the classroom instructional program. Regardless of the type of curriculum used, the MCFT staff believes that the key to success in children's classroom learning is the teacher. Therefore, staff development is an integral part of the MCFT program. Every FT teacher and any teacher using the CAIR reading program must complete the competency-based CAIR training program. Within this program teachers are introduced to the philosophy and trained in the methods of the CAIR approach. They are guided in developing the materials (i.e., activity boxes) for use in their classrooms. Currently this training is available in a one-semester university extension course offered in the evenings. It would be possible to train teachers within an intensive summer school course, but most teachers are not willing or able to devote that amount of time in the summer to training. Typically, teachers complete this course during the school year prior to classroom use the following year.

Each year, right before school opens, a two- to five-day preservice training program is held to introduce the MCFT philosophy. All teachers, aides, principals, and sponsor support staff participate in this workshop, which is developed by the Program Coordinator and Instructional Specialist, with input from the teachers. The mornings are devoted to presentation of roles, objectives and goals. Morning sessions also include discussion of special interests, e.g., basal reading programs, math programs, classroom management, and the teacher's role in the development of the child's self concept. Each teacher is assisted in deciding her/his individual goals for the year, consistent with the MCFT approach and philosophy.* In the afternoons, teachers are asked to make a home visit to the family of each FT child enrolled in her/his classrooom. This is an informal visit to establish rapport and to introduce the parents to FT.

Staff development has always been an integral part of the MCFT program. In the past, this preservice training program has proved to be an excellent way to begin the school year. It provides an opportunity for new teachers, staff members, and experienced teachers to become acquainted with each other and to establish FT goals for the school year. After working together for a week, MCFT staff report to their schools feeling as though they are a "family."

Monthly follow-up inservice meetings are held throughout the school year for FT teachers, aides and sponsor staff. Their purpose is to ensure ongoing communication among FT staff and to address teachers' individual needs and problems. These meetings are held within one of the FT schools, the location rotating each month.

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*This "Management by Objectives" system continues throughout the year as each teacher and central staff member writes monthly objectives which incorporate his/her classroom and personal goals. "Management by Objectives" is a unique system which provides teachers and staff with a method for planning and evaluating their school year.

In addition, a school-level inservice meeting is held within each FT school every three months. These include teachers, aides and FT staff, as well as Parent Participants and classroom volunteers. These are discussion/problem-solving sessions to deal with issues specific to each school (for example, in one school this year, the relationship of FT and non-FT teachers).

As part of their inservice training, FT teachers and aides are required to visit another classroom and to present a written report describing this visit at the monthly inservice meeting. Each teacher and aide must make one visit per year. These visits can be made to FT or non-FT classrooms, within or outside the state or county. The purpose of this "Roving Reporters" component is to broaden the exposure of teachers and aides to classroom methods and experiences other than their own.

15.4 READINESS FOR IMPLEMENTATION

As seen from the above discussion, the Monongalia County Follow Through project is well-developed, implemented and staffed in three schools. It developers and current staff are interested in further development, replication and implementation with increased FT support. They are particularly interested in developing a research design for systematic collection, analysis and reporting of site data, which up until now has been impossible because of lack of funds. An educational research specialist from West Virginia University is currently working with the FT Director and Instructional Specialist and has begun to develop a preliminary design. The sponsor is planning to seek support for the continuation of this effort and implementation of the research design from federal and state sources, including FT.

With the exception of math and kindergarten classroom curricula, materials and sponsor staff are in order for further implementation. As noted earlier, updating and production of the math curriculum and adaptation of the readiness skills for kindergarten use would take about three months. Training in the use of these materials would be included in the teacher training and staff development program.

The MCFT approach's success depends on the commitment of sponsor staff, the local board of education, principals, teachers and parents. Its developers have worked hard to create an approach designed to meet the needs of the children and the community. They have indicated their willingness and interest in replicating their approach in other communities and in implementing a research design which will enable them to systematically evaluate its effects. The present staff is prepared to creatively adapt this approach for use in new sites; the support and commitment of local education agencies and principals and teachers in adopting schools is crucial. The biggest problem in replicating MCFT may be in identifying communities willing and financially able to support the staff necessary to provide the comprehensive services included in the approach.

APPENDIX A

EXTENT OF FIELD TESTING

APPENDIX A

EXTENT OF FIELD TESTING

School/Community	Type of School		Grades	# of Classes	Dates and Duration	Additional Comments
	Lab/ Non-lab	LEA/ Non-LEA				
Total FT Program **Monongalia County, W.Va.**						
Cass District Elementary School	non-lab	LEA	1-3	3	'69-74	
National Elementary	non-lab	LEA	1-3	2	'69-present	
Second Ward Elementary	non-lab	LEA	1-3	3	'69-present	
Jerome Clark School	non-lab	LEA	1-3	3	'69-74	Dropped out of FT in 1974; picked up by ACYF--Project Developmental Continuity
CAIR Reading Program						
Calhoun County	non-lab	LEA	1-3	21	'75-present	
Wut County	non-lab	LEA	1-3	13	'75-present	
Harrison County	non-lab	LEA	1-3	18	'78-present	
Preston County	non-lab	LEA	1-3	18	'79-present	

APPENDIX B

SKILLS TAUGHT BY CAIR

APPENDIX B

The skills taught by CAIR are:

Series One: Readiness (to be given during the first three months of the first grade)

Skill 1: General Sounds*
Skill 2: Visual Discrimination - Pictures & Shapes*
Skill 3: Visual Discrimination - Letter Forms & Shapes*
Skill 4: Left-to-Right Progression*
Skill 5: Eye-Hand Coordination
Skill 6: Listening Comprehension*

Series Two:

Skill 7: Visual Discrimination - Words
Skill 8: Initial Consonants
Skill 9: Final Consonants*
Skill 10: Consonant Blends*
Skill 11: Short Vowels
Skill 12: Rhyming Words
Skill 13: Sight Words
Skill 14: Noting Visual Details*
Skill 15: Locating Specific Details*
Skill 16: Alphabetizing Letters*

Series Three:

Skill 17: Consonant Digraphs*
Skill 18: Long Vowels
Skill 19: Medial Consonants*
Skill 20: Vowel Digraphs
Skill 21: Diphthongs
Skill 22: R-Controlled Vowels
Skill 23: Plural Nouns
Skill 24: Contractions
Skill 25: Compound Words*
Skill 26: Following Directions
Skill 27: Recognizing Emotional Attitudes
Skill 28: Recalling Sequence
Skill 29: Identifying Main Idea*

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*Indicates single-level kits; all others are three-level kits.

APPENDIX B (Concluded)

Series Four:

Skill 30: Prefixes and Suffixes
Skill 31: Synonyms
Skill 32: Multiple Meanings
Skill 33: Homonyms
Skill 34: Alphabetizing Words
Skill 35: Table of Contents*
Skill 36: Reading for Details
Skill 37: Organizing for Sequence
Skill 38: Literal Comprehension*

Series Five:

Skill 39: Inferred Comprehension*
Skill 40: Telephone Directory
Skill 41: Map Skills
Skill 42: Globe Skills

CHAPTER 16

State University of New York at Oswego
Comprehensive Achievement Monitoring Model (CAM)

Sponsor:	State University of New York at Oswego
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16.1 OVERVIEW

The Oswego Comprehensive Achievement Monitoring Model (CAM) is sponsored by the Oswego City School District. The CAM approach encompasses both reading and math. The reading CAM currently targets all district students in grades K-8; the math CAM, all district students in grades 2-8.

CAM is a fully operational approach to managing instruction and has been formally adopted by the Oswego school board and district administration. Developed by the district over the past five years, CAM has been implemented in five elementary schools and one middle school for the past three years.* These schools serve a range of children including the economically disadvantaged, specifically, Title I children.

The sponsor's philosophy is that a systems approach to the management of instruction will produce the most effective instructional environment. In the eyes of the sponsor, such an environment recognizes that there are many valid approaches to instruction and encourages teacher creativity and decision-making. Thus, the approach focuses on individualized instructional diagnosis for the students while preserving a high degree of prescriptive autonomy and flexibility for the individual teacher (and principal). In short, instructional decision-making with regard to the individual student is placed at the most appropriate level, i.e., the teacher and building principal.

In the CAM philosophy teachers (and principals) prescribe the particular instructional approaches, materials, and teaching methods that they feel are most appropriate for the diagnosed needs of their students. Since the teacher is making the prescriptive decisions, these models, materials, and teaching methods can change as the needs of the students change. The necessary diagnostic information, as well as the necessary degree of school- and district-level program continuity, are provided by common curriculum and instructional objectives and evaluation/ monitoring mechanisms.

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*District characteristics and a history of the development of this approach are discussed in Appendix A as aspects of the field test.

This philosophy leads to several generalized main objectives or goals. These goals and the underlying philosophy are expressed in some detail in Oswego School Board Policy #6120 (see Appendix B) as "Priorities" (which follow from "Goals"). For the purposes of this report, the most relevant of these priorities are:

- "Clearly stated objectives should be designed for each curricular area of the school district's instructional program."
- "Our evaluation process should be directly related to our stated goals and objectives."
- "The program developed for the public school should reflect the needs and the ambitions of the community it serves."

The first two global objectives, which are consistent with the overall philosophy of a flexible systems approach to instructional management, have been translated directly into behavioral objectives for reading and math. For each grade level, there are approximately 40 objectives for each subject area. These objectives are measured by means of criterion-referenced tests developed especially to measure each objective.

The third global objective, which relates to the issue of parent involvement, has not been analogously translated. Currently, parents are involved in the program primarily as recipients of regular feedback about children's progress in parent-teacher conferences. The behavioral objectives and assessment system provided by CAM facilitate communication between teacher and parent in these conferences.

At present, CAM is fully operational in the district's schools. Future plans call for developing objectives and related criterion-referenced tests for grades 9-12, and continued refinement of the measurement design (and test items) for grades K-8.

16.2 THE PROGRAM

16.2.1 Program Objectives

The CAM approach has two main instructional goals: to develop instructional objectives and to design a related evaluation process. The sponsor has achieved these goals for grades K-8 in reading and grades 2-8 in math.* For each grade level there are about 40 instructional objectives per subject. There are also tests for each grade level, with each objective keyed to a test item.

The following kindergarten level reading objectives are typical of the instructional objectives:

- Given oral directions, the student will be able to identify parts of the body.
- Given oral directions, the student will be able to follow directions using scissors to perform a specific function.
- Given oral directions, the student will be able to perform the skill of buttoning and unbuttoning.
- Given oral directions and a visual demonstration, the student will be able to perform the skill of walking the length of a balance beam.

Copies of all instructional objectives and the related criterion referenced tests are available from our files.

16.2.2 Program Inputs

The CAM approach requires very little in terms of subject matter and material inputs. Aside from the instructional objectives and related criterion-referenced tests for each grade level, there are no system-specific subject matter and/or materials. CAM makes use of whatever curriculum the adopting district, school, or teacher wishes to teach and whatever materials they have on hand (or may wish to purchase on their own initiative). These materials are reviewed, indexed, and keyed to CAM objectives and test items to facilitate prescription.

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*By choice, the sponsor has not extended the math component downward into grades K-1. At these grade levels, children do not receive math instruction as such, but rather concentrate on a variety of math readiness activities and conceptual learning (e.g., seriation), most of which is picked up in the reading component.

This review and indexing of the available materials is handled by the CAM resource teacher, who is the only staff input into the approach. The resource teacher is, however, a key element. The resource teacher's role focuses on teacher service, particularly at the prescriptive and treatment stages. In this role, the resource teacher serves as the central coordinator of reading or math instruction for the particular school in which s/he is housed. The resource teacher collects and coordinates materials (e.g., texts, games, kits, teacher-made materials), serves as a clearinghouse for the distribution of these materials, and provides consulting assistance on their use as needed by the classroom teachers.

The resource teacher may also coordinate the administration of CAM criterion-referenced tests and help develop student diagnoses and prescriptions if the classroom teacher wishes. Finally, the resource teacher may provide direct service to students, particularly those who are not eligible for supplemental assistance from programs such as Title I.

Essentially, the resource teacher serves as a clearinghouse, an instructional coordinator, and an on-call service provider to the adopting teachers. The specific duties of the resource teacher may vary to some degree depending on the preference of the principal. For example, some principals may have the resource teachers conduct extensive inservice programs in reading (or math) for the adopting classroom teachers. Other principals may minimize this training role and have the resource teachers work more on an informal, one-to-one basis with classroom teachers. Still others might have the resource teacher actually manage and direct reading and/or math instruction for all adopting teachers. In this mode, the resource teacher might oversee the coordination between Title I and regular classroom staff.

The resource teacher is the only on-site staff required by the approach. Depending on the needs of the adoptee, the resource teacher can be full or part-time. For example, if a school has only a small number of FT children and teachers, a part-time resource teacher might be used. The critical element is the role in which the resource teacher functions. While the details may vary, the basic role must be one of subject matter coordinator and service provider for teachers.

Finally, the resource teacher must understand that her/his role as dictated by CAM is different from both the typical compensatory education and the typical FT sponsor approach. The former uses the resource teacher primarily as a supplemental, specialist teacher who concentrates on providing extra help for especially difficult students. The latter uses the resource teacher primarily as a staff developer whose job is insuring that adopting teachers learn and adhere to the sponsor's approach. In contrast, CAM resource teachers do not focus on direct student service (although this may be included in their activities), nor do they seek to guide teachers in the uniform application of any single instructional philosophy or model. Rather, CAM resource teachers act as a resource and stimulus, assisting teachers in applying whatever instructional approach they wish to try and introducing them to new or unfamiliar approaches and materials.

It is important that the teaching staff who are to use the resource teacher be aware of her/his teacher service role. However, the sponsor feels that if the resource teacher is thoroughly versed in her/his role expectations, s/he will be able to "sell" services to the other teachers. Thus, it is critical for the resource teacher to have a sound understanding of the approach.

The only other input required by the approach is a room or space (e.g., perhaps part of a room) to house the resource teacher and provide a central location for materials. If the school also wishes the resource teacher to service children directly, this space must be appropriate for small group or individual instruction--for example, contain a table and chairs, be quiet and free from traffic.

16.2.3 Program Process

The CAM approach is attractively simple. All adopting teachers must use CAM reading and math instructional objectives. In addition, all children must be tested with the criterion-referenced tests that are related to the objectives being taught. At the present time, the testing cycle requires administration of all grade level objectives five times a year. This design is currently being modified towards a "sliding CAM" evaluation approach, which includes pre/post and retention testing. (This model sets the mastery level at 80%, or four out of five correct responses.) When fully implemented, this approach will reduce the length of the test children must take at each setting and will also allow teachers to test more frequently if desired.

Following each testing, an individual diagnosis and prescription must be prepared for each child to cover the objectives missed. At the request of the classroom teacher or principal, the resource teacher often assists in preparing diagnoses and prescriptions for both individuals and groups. Once diagnoses and prescriptions are completed, the resource teacher assists extensively in the identification and provision of appropriate materials and instructional approaches.

The Oswego City School District has recently purchased a computer to provide same-day turnaround results for teachers on the criterion-referenced tests. To use this system, teachers or aides (or children if they are old enough) record responses on standard 80-column punch cards, which have been preprinted to match the tests. These cards are then processed and both class- and individual-level printouts are prepared and returned to the teacher. The printouts are quite simple to read and are used by teachers to diagnose individual student and group needs. While extremely useful, a computer is not essential for implementing the approach. The criterion-referenced tests can be quickly hand-scored by aides or by the teachers themselves. For those adopting districts with access to a computer, the scoring programs would be made available if desired.

Beyond these testing and prescription activities and the general role expectations for the resource teacher (discussed in the preceding section), CAM does not specify activities or role behaviors. In fact, CAM encourages the development of varied instructional activities to match the particular needs of the children being served and the materials available to the teachers. Further, CAM encourages the development of varied student-teacher interactions or role behaviors in the same fashion. For example, within the same classroom, some children might benefit from a structured approach to a particular subject while others might need a more open-ended approach. The CAM approach permits the classroom teacher, drawing upon the knowledge and experience of the resource teacher, to prescribe the most appropriate approach for each child.

16.2.4 Sponsor-Acceptable Outcome Measures

The sponsor-acceptable indicators of achievement of objectives are built into the approach. They are the criterion-referenced tests that are keyed to the various instructional objectives. When a child achieves all the objectives, s/he is considered to be "successful." By extension, the success of the approach is also determined by the students' achievement of these objectives.

The criterion-referenced tests are fully developed and have been in use for three years. With the purchase of the computer, the sponsor will be able to conduct some analyses and to refine the tests further. In addition, the sponsor anticipates that the computer will permit more extensive analysis of the correlation between the criterion-referenced tests and the various norm referenced tests that are used for district-wide pupil assessment (see Appendix B). While the sponsor plans to pursue these activities, the sponsor does not feel that test refinement is necessary prior to implementation in other districts.

At the present time, there are no sponsor mechanisms for the assessment of parent involvement. As noted in the Overview, detailed parent involvement objectives have not been formulated.

16.3 PROGRAM IMPLEMENTATION

The sponsor has not had occasion prior to this time to think in terms of implementing the approach in another district, particularly within the FT context. Nevertheless, given that CAM was developed for and has been implemented for some time in a "live" school system, and given that the district has had implementation experience with another project at the senior high level,* the sponsor does not anticipate any problems with implementation. During the site visit, a number of implementation issues and possible strategies were discussed. This section of our report reflects the still formative nature of the sponsor's implementation strategy.

16.3.1 Implementation Inputs

The sponsor feels that either or both CAM components (reading or math) could be chosen for implementation by an adopting district. In addition, objectives might be regrouped somewhat across grade levels (e.g., some grade 3 objectives taught at grade 4). The sponsor would also consider adding a few objectives of special interest to the adoptee.

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*The Student Volunteer Service Program (SVSP) at Oswego High School has been designated as a New York State Education Department Mini-Project for demonstration by BOCES, the state career/vocational education network. The district has prepared and disseminated a Demonstration Manual for the SVSP project. In addition, it has prepared and conducted demonstration workshop visits to adopting sites, as well as providing ongoing consulting and technical assistance support.

The sponsor currently has in place the basic materials required by the approach. These are the reading and math CAM objectives and related criterion-referenced tests. However, there are no written materials available that cohesively describe the basic role of the resource teacher. Some description along this line would be very useful for potential adopting districts.

There are, on the other hand, currently available a number of outputs of resource teacher activities that could be used as samples. For example, the reading resource teachers have developed catalogues of the reading materials (e.g., basal texts, supplemental readers, kits, etc.) available to Oswego teachers. These catalogues are designed to help inform classroom teachers of the resources at their disposal, and could easily be shared with adopting teachers. Even if the adopting school or district did not have all or some of these materials on hand, the sponsor feels the catalogues would prove useful in helping to identify materials they might wish to purchase.

In terms of "home base" space requirements, the sponsor feels that these are currently "in place." The approach can be administered from the Oswego district administration office, as it is now. The district itself can be used as a demonstration model.

The sponsor also feels that "home base" staff requirements are basically in place. The Oswego district staff who directed the development of the model can handle orientation sessions, etc. If needed, SUNY Oswego faculty could also be used as consultants. As discussed in Appendix A, SUNY Oswego staff have provided extensive assistance throughout the development and implementation of the model in the Oswego system.

Training and on-going support of adoptee resource teachers in the use of CAM reading materials could be handled by the five elementary reading resource teachers currently serving in the Oswego school system. The sponsor feels that these resource teachers are exceptionally well qualified for such an effort. All are certified reading specialists, as well as experienced teachers, and have been very active in both the actual development and refinement of CAM reading objectives and criterion-referenced tests.

For the CAM math materials, district staff could also be used. However, the math system currently operates without resource teachers, so personnel are not as readily identifiable as for reading.

The sponsor feels that the backgrounds and qualifications of current staff are basically adequate for the role of trainers. However, the sponsor also feels that some more specific training in group process will facilitate this role function. This training can be passed on to the resource teachers to help them understand and communicate their teacher-service/instructional coordinator roles better.

16.3.2 Implementation Process

As the first step in the implementation process, the sponsor fully appreciates the need to familiarize the community with the approach and would develop a series of orientation sessions with central district administrators, adopting principals, teachers, and parents. These orientation sessions would serve not only to acquaint the various constituencies with the approach but also to identify the specific needs and desires of each group. In effect, the orientation sessions would serve as a detailed needs assessment of the adopting school or district.

Based on these sessions, the basic agreement between sponsor and district might be modified somewhat. In its initial, pre-orientation stage, the sponsor/district agreement would broadly specify the expectations for each party.

The sponsor feels at this point that such an agreement could serve to screen potential adopting districts to make certain that they truly find the approach compatible. While the approach is designed for flexibility in terms of the target population, instructional models, materials and methods it can accommodate, it requires a certain "mind-set" and governance or administrative style on the part of an adopting district or school.

Essentially, a school or district should be oriented toward principal-teacher autonomy in instructional decision-making. Its organizational structure should be decentralized, and compatible with the overlapping work group approach used in Oswego (see Appendix A, Figure 16.1). Additionally, teachers and principals must be open to individualized instruction, diagnosis and prescription, and an eclectic use of materials and methods. Finally, the adopting school must also be open to the teacher-service/instructional coordinator role of the resource teacher. In sum, a district or school that is committed to and comfortable with tightly centralized, hierarchical decision-making and highly standardized teacher-centered instruction would not be a suitable candidate for CAM implementation. The sponsor feels that a formalized agreement can address these issues. The orientation sessions can serve to further refine understanding of and agreement on these concerns.

Regarding implementation and institutionalization, the sponsor is willing to provide support to schools or districts as needed to assure faithful replication. Due to CAM's flexibility and adaptability, the sponsor feels that implementation and institutionalization can be achieved within approximately one year. The sponsor does not anticipate a need to continually revisit sites in order to maintain replication. In fact, replication can be said to have occurred when the adopting school or district "takes ownership" and begins using and modifying the approach to suit its own unique needs without sponsor input.

Further processes for implementation have not yet been defined in detail by the sponsor. Following the orientation/needs assessment sessions discussed above, one (or several, depending on need) preservice workshops would be conducted for resource and classroom teachers. Following preservice, a series of inservice workshops would be scheduled, perhaps on a monthly basis. In addition, CAM staff would be available to provide "trouble-shooting" support.

16.4 READINESS FOR IMPLEMENTATION

The approach is developed, by and large. The role of the resource teacher needs to be codified and described in writing. In addition, a more complete statement of the approach that includes the key part played by the resource teacher needs to be developed.

The readiness problems for this sponsor are focused almost entirely on strategies for implementation. On the one hand, the fact that the sponsor is a school district and that the approach has been actually operating as that district's method of managing instruction works in the sponsor's favor with regard to implementation. Issues of how to "sell" the approach to principals and teachers have already been faced in practice. The operational realities of the resource teacher's role have also been addressed.

On the other hand, these experiences have not yet been distilled into detailed procedures and activities for an implementation effort in other sites. For example, pre- and inservice materials for training resource teachers have not been developed.

In sum, to fully prepare for implementation, this sponsor needs to give further thought to the specific implementation procedures that should be used. In addition, the sponsor needs to develop a "package" that explains the approach and provides supporting pre- and inservice materials.

APPENDIX A

FIELD TEST INFORMATION

Field Test Information

CAM has been developed as the method of choice for managing instruction for the Oswego City School District. Development began in 1973, and CAM has been fully operational for the past three years. This appendix discusses characteristics of the district (as the field test setting), the history of the development of the approach, and various aspects of implementation in the district.

The Oswego City School District serves an economically depressed, culturally deprived population. According to school district administrators, median family income is about $9200 and the unemployment rate is around 12-14 percent. The population does not appear to value formal education, as evidenced by the fact that some 52 percent of the county population lacks a high school diploma. The population is very stable, having remained constant at around 22,000 for the past twenty years. Oswego is geographically isolated from urban centers, the nearest of which is Syracuse.

Surprisingly, however, the school district is rich in terms of funds and resources. First, Oswego is known as the "Scarsdale of the North" because it is the electric power center of the Northeast. There are three nuclear power plants within the geographic confines of the school district. These provide substantial revenues directly to the district. Because of the high technology/non-labor intensive nature of nuclear power manufacturing, the tax revenues provided directly to the community by the plants are disproportionately large compared to their impact on employment.

Second, the State University of New York (SUNY) has a campus at Oswego. This has helped to provide a large pool of high caliber teachers, administrators, and staff for the school district to draw upon. District administrators estimate that there are some 80 applicants for every teaching opening. In addition, SUNY Oswego has provided close and extensive consultant support and service to the district over the years and has offered a readily accessible means for teachers to continually upgrade their skills. Clearly, these resources have been an important factor in the development of CAM. In addition, they may be an asset to the district in the role of a FT sponsor.

The school district itself is small, with about 5200 students--2600 elementary, 900 junior high, 1600 senior high, and 100 elementary and secondary special education. There are five elementary schools, one junior high or middle school, and one senior high. School plants are in excellent condition and well equipped, reflecting the general prosperity of the district.

The impetus for the development of the CAM instructonal management system grew directly out of the history of the district. In the early 1960s, Oswego hired its first "outside" superintendent. Under his leadership, building principals and faculties were given dramatically increased autonomy in curriculum design and instructional decision-making. This movement was solidified in the late 1960s as the district moved formally toward the concept of decentralization as an administrative policy. At this time, each school was provided with its own building budget based on a per pupil allocation of dollars.

By the early 1970s, this increase in autonomy had led to a bewildering variety of curricula and instructional programs across schools. In the words of one interviewee, "It was a school district, but not a school system." A growing consensus among district personnel pointed to the need to find a happy medium between this diffusion and more continuity.

To this end, SUNY Oswego faculty were brought in as consultants, and district staff--central administrators, principals, and teachers--began an extensive series of workshops and task forces. These sessions were aimed at identifying common curriculum and instructional goals and objectives that would provide continuity. In addition, the sessions laid the groundwork for developing an instructional management system that could preserve these common goals while preserving principal/teacher autonomy in instructional decisions. Finally, the sessions led to the organizational framework of overlapping work groups illustrated in Figure 16.1.

Ultimately, a reading committee was formed to develop such a system for reading. This committee relied upon teachers, and had teacher and administration representation from every school, K-12.* After exploring and trying out several commercial instructional management and diagnostic/prescriptive packages, the committee chose to take the most useful parts from each and develop a system more suitable to Oswego.

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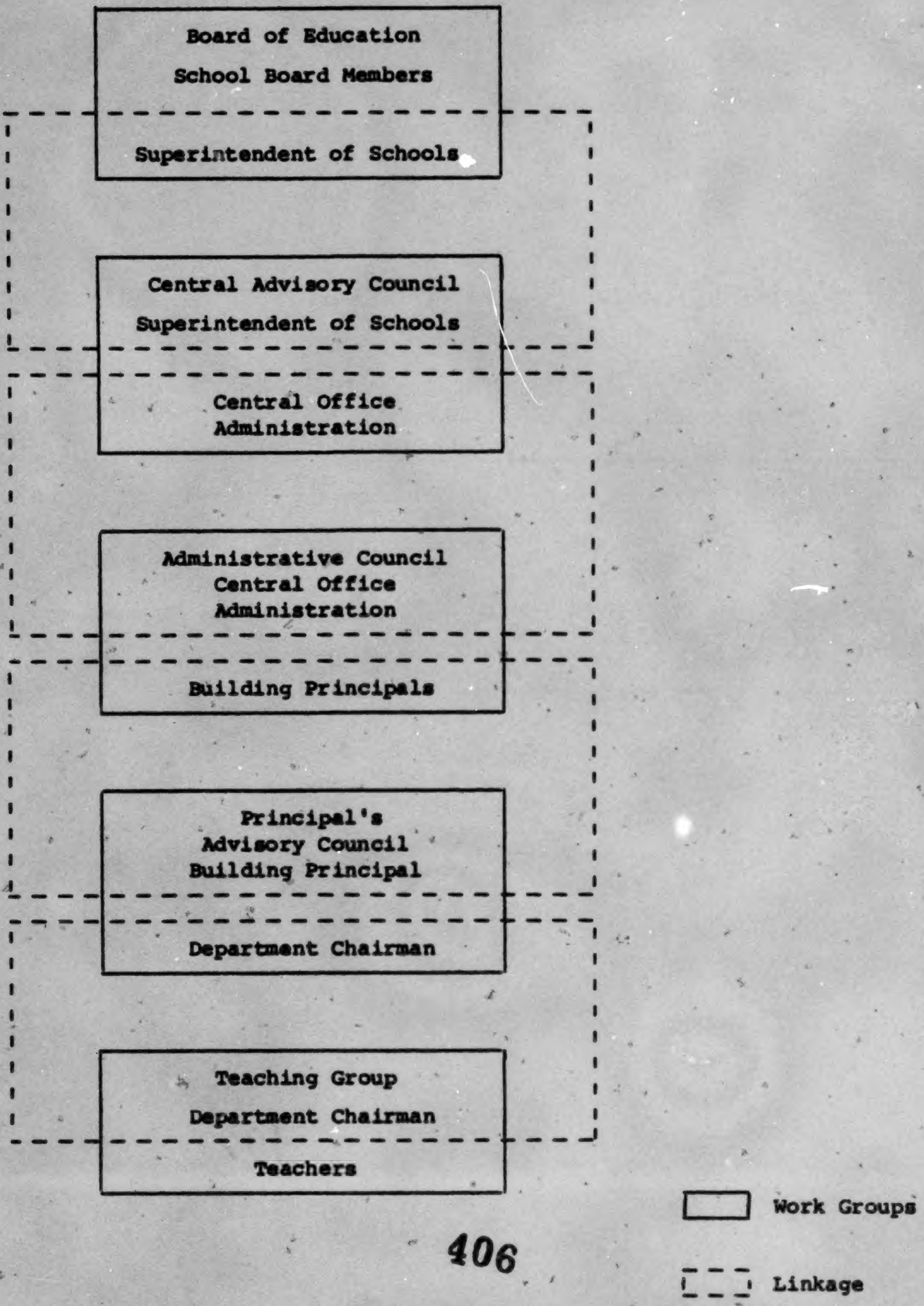
*The initiative for the development of the math component was taken by one principal and his faculty.

Figure 16.1

Oswego Organizational Framework:
Overlapping Work Groups


Board of Education
School Board Members
Superintendent of Schools
Central Advisory Council
Superintendent of Schools
Central Office Administration
Administrative Council
Central Office Administration
Building Principals
Principal's Advisory Council
Building Principal
Department Chairman
Teaching Group
Department Chairman
Teachers
Work Groups
Linkage

The chief motivation behind this choice was that the commercial packages were too "packaged." They did not allow for adequate teacher decision-making, particularly at the prescriptive and treatment levels. Further, they did not allow for school- and/or district-level input into or adaptation of the instructional objectives, and were often cumbersome or inadequate with regard to student assessment. Finally, they were limited in the scope of the prescriptive and treatment resources they identified.

Since its implementation three years ago, CAM has been refined and adapted somewhat in response to demand. For example, the activities of the reading resource teacher may vary slightly from school-to-school as the principal and faculty desire. (The centrality of the teacher-service/instructional coordinator role has remained constant.) And, the math component now operates without resource teachers.

The district has also begun to do some research on the impact of CAM in terms of norm-referenced tests used for system-wide pupil assessment. These tests are the New York State Pupil Evaluation Program (PEP), the Stanford Achievement Test (SAT), and the New York State Basic Competency Test. According to the sponsor, this early research does not appear to indicate any identifiable impact yet in terms of the latter two instruments. However, the PEP does appear to show some positive trends since the implementation of the CAM system.

APPENDIX B

SPONSOR STATEMENT OF PHILOSOPHY AND GOALS

FEBRUARY 20, 1979

B-10. POLICY #6120-INSTRUCTION: Objectives of the Instructional Program (Goals and Priorities) Amendment of

"RESOLVED, That Policy #6120 INSTRUCTION-Objectives of the Instructional Program (Goals and Priorities), approved by the Board of Education on July 3, 1973, by Resolution #20, be and hereby is amended as per Enclosure B-10 in order to provide continuity of instruction and objectives throughout the school district; and, be it further

RESOLVED, That the Board of Education tentatively approve this proposed amendment to Section II of the Goals and Priorities Statement; and, be be it further

RESOLVED, That in compliance with Board Policy #9340 "By-Laws of the Board of Education", a period of thirty (30) days shall elapse between discussion and adoption by the Board of Education."

Enclosure B-10
2/20/79

CITY SCHOOL
DISTRICT of
OSWEGO

DARWIN G. CARLSON ED D
SUPERINTENDENT OF SCHOOLS
230 WEST UTICA STREET OSWEGO

RECEIVED
FEB16 1979
SUPERINTENDEN[illegible]

TO: Dr. Darwin G. Carlson

FROM: Dr. Lawrence A. Kiley

RE: Policy #6120: Goals and Priorities Statement

DATE: February 16, 1979

As you know, the Office of Instruction has been working on a revision of the current policy that serves as a guide to the instructional program; Policy #6120. The current policy does not accurately reflect what we are attempting to accomplish with the instructional program. Specifically, the existing policy suggests that each school develop its own goals and objectives as they relate to the district's instructional program. If this were interpreted in a literal fashion, it could mean that each school would have different objectives for each instructional area; i.e., reading, math, science, etc.

The proposed changes in the policy attempt to modify this statement and add several important features. The changes attempt to:

1. reconcile the differences between centralization and decentralization as noted in the introduction to the priorities statement.
2. provide continuity of objectives across the school district.
3. insure consistency in the evaluation process.
4. provide autonomy to each school in making decisions with regard to methods and materials used to achieve program objectives.
5. recognize the importance of the competency requirement of the State Education Department.

LAK/s

CITY SCHOOL DISTRICT
CITY OF OSWEGO, NEW YORK

POLICY: INSTRUCTION: #6120

OBJECTIVES OF THE INSTRUCTIONAL PROGRAM (GOALS & PRIORITIES)

I. GOALS

A committee of teachers and administrators developed "The Educational Philosophy" of the Owsego City School District in June, 1966. The contents have been included in the Teachers' Handbook since that date. It also has been used as part of the Cooperative Review Study of 1968 and the Middle States Evaluation of 1969 of the Oswego High School. The Preliminary Statement of "The Educational Philosophy" - June 1966 will become the Goals of the Oswego City School District:

> "The effectiveness of the Enlarged City School District of Oswego, New York, as an educational institution in our democracy lies in its effort and ability to provide for its pupils the opportunity to develop into happy, useful, and wholesome individuals for their own good and for the welfare of society.
>
> Education is secured through a progressive development of capacities with adequate consideration given to individual differences. The Pupil rather than the subject must be the center of the teacher's interest.
>
> We are dedicated to the idea that the fundamental concepts of American democracy must be sustained and fostered. We believe that these concepts must be learned and that the years spent in school constitute an important period of advancement in acquiring them. We believe that the individual should be given opportunity: to become acquainted with his origins, history and environment; to develop respect for self, for others, and for their property; to know the pleasure of searching for the truth; to value free discussion while acknowledging the rule of the majority and the rights of the minority; and to prepare himself for further education in the world of work.
>
> We believe that we must utilize all possible financial facilities and all available community resources to attain the stated ideals of our philosophy.
>
> Successful accomplishment of such a program necessitates frequent reappraisal of educational practices. Our procedure is determined by a blending of the practical aspects of established methods and those worthwhile changes which will most effectively aid in achieving our educational goals."

II. PRIORITIES

OBJECTIVES PRIORITY

EACH UNIT IN THE SCHOOL DISTRICT - THE ELEMENTARY SCHOOLS, MIDDLE SCHOOL, AND HIGH SCHOOL DEVELOP CLEARLY STATED OBJECTIVES.

When developing the school's objectives, it is important that student achievement in reading and arithmetic be given special attention.

If evaluation is to be possible, statements of objectives must be developed which are stated in such a manner that measurement can take place. Clearly stated objectives must be written in terms of desired students' accomplishments.

EDUCATIONAL OPPORTUNITIES PRIORITY

OUR SCHOOLS PROVIDE APPROPRIATE EDUCATIONAL OPPORTUNITIES FOR ALL THE STUDENTS OF THE SCHOOL DISTRICT.

Attention must be given to a wide variety of student interests. Our program must reflect differing learning styles as well. Schools must offer various approaches and different opportunities for children.

EVALUATION PRIORITY

EVALUATION OF OUR SCHOOL PROGRAM BE A CONTINUOS PROCESS.

Our present evaluation process is not directly linked to our stated goals. An evaluation system which identifies how we are meeting our goals and objectives must be established and monitored. This must be a continuous process.

LOCAL DIRECTION PRIORITY

GREATER EMPHASIS BE DEVELOPED FOR LOCAL DIRECTION OF OUR SCHOOL PROGRAMS.

The public school in a community needs to reflect the ambitions of the community in the development of programs. The staff needs to know that the community is supportive and committed to the instructional program. For this reason it is important that the community become more involved in the planning and the evaluation of the school program.

II. Priorities

In developing a statement related to the priorities of the instructional program, it is important to note two tendencies that impact on school district organization. First, there is a tendency toward centralization. That is, an effort is made to insure coordination and continuity of the educational program. Second, there is a tendency toward decentralization. That is, an effort is made to provide each school with a high degree of autonomy in developing an instructional program to meet individualized student need. The priorities statement which follows, if properly implemented, has the potential to accommodate these two points of view.

Objectives Priority

Clearly stated objectives should be designed for each curricular area of the school district's instructional program.

When developing the instructional objectives, it is important that student achievement in reading and mathematics be given special attention.

Furthermore, consideration should be given to those skills and competencies that will enable the student to become a happy and productive member of society.

If evaluation is to be possible, statements of objectives must be developed which are written in such a manner that measurement can take place. Clearly stated objectives must be written in terms of desired student accomplishments.

Evaluation Priority

Our evaluation process should be directly related to our stated goals and objectives. A monitoring system which provides for periodic formal assessment of progress as well as continuous informal assessment by the classroom teacher should be established. Such systems would identify the degree to which students have mastered the objectives of the instructional program. This evaluation process should be used for program planning and updating the appropriateness of skills and objectives.

Competency Achievement Priority

All schools should be concerned about student achievement and the demonstration of appropriate levels of competency. This priority should be taken into consideration when judgements are made concerning student progress in our school.

The Board of Regents has adopted competency requirements in the areas of reading, math, and writing for all students in secondary schools in New York State. This prerequisite to graduation recognizes the Board of Regents' concern for student achievedment. This concern should be held as a priority by all teachers at all grade levels in the school system.

Planning Priority

Each Unit of the School District Must Develop an Annual Program Plan Indicating the Procedures to be Implemented to Achieve the Instructional Objectives.

Such plans should focus upon the specific needs of the individual units of the school district; i.e., the elementary school, the middle school, and the high school. In addition, each of the central administrative offices should be responsible for developing an annual plan identifying ways in which they will support the activities of the individual school units. There should be a high degree of congruence between the plans developed by the individual schools and the plans developed by the central administrative offices.

Budget Priority

The primary function of the school district is to provide an instructional program to meet the individual needs of each child. This can be accomplished by translating the objectives of the educational program into allocation of resources which have direct impact upon students in the classroom.

Therefore, as part of the budget development process, primary attention should be given to securing the resources necessary to meet the instructional needs of the school district. In short, the instructional program should receive the highest budget priority.

Local Direction Priority

Greater Emphasis Should Be Developed for Local Direction of Our School Programs.

The program developed for the public school should reflect the needs and the ambitions of the community it serves. The staff needs to know that the community is supportive and committed to the instructional program. For this reason it is important that the community become more involved in the planning and the evaluation of the school program.

CHAPTER 17

Nova University
The University School (NOVA)

Sponsor: Nova University

Contact Person: Leonard A. Tomasello

Institutional Affiliation: Nova University
7500 S.W. 36th Street
Ft. Lauderdale, FL 33314

Phone: (305) 583-6185

17.1 OVERVIEW

The NOVA approach is based on a personalized learning philosophy and on the assumption that all students are creative and should be treated as "gifted" pupils. The purpose of the approach is to motivate the students to assert their creativity through basic skills. Therefore, the sponsor's objectives include the development of basic skills and their integration into classroom activities which reinforce these basic skills in a creative manner.

The approach has been implemented in the lab school (the University School) of Nova University (preK-12) since 1971. At present, the school's K-3 component includes 12 teachers serving 230 students, 20 of whom are Head Start pupils. Most of the students are supported by tuition; 30 non-tuition pupils are supported by Head Start and the school.

The University School is student-centered and individualizes learning activities around interest centers in the school and in the community. Its success is based on the commitment of all phases of its school program to fostering a continuing positive interaction between itself and the community.

17.2 THE PROGRAM

17.2.1 Program Objectives

Major objectives of the NOVA approach are:

- acquisition of basic skills of communication and computation;
- practice and internalization of basic skills through real life experiences; and
- use of basic skills creatively in a life-long quest for self-fulfillment.

17.2.2 Program Inputs

The formal reading curriculum is the Holt Reading System which is a complete language arts program. The math curriculum is Developing Mathematical Processes, a math package with emphasis on learning through manipulation of objects and relationships (processes) rather than memorization or rote learning. The reading and math programs are used in kindergarten through third grade. In addition, for kindergarten and first grade, NOVA uses a machine teaching system called the Early Writing and Reading Labs. This system is used for language pattern and phonics recognition learning.

Since these particular curriculum materials do not play a defining role in NOVA's approach, there are partial guidelines for evaluating the appropriateness of existing curriculum materials. For example, the reading program should be language-based with many sensory oriented teaching aids (such as listening facilities, visual presentations, and a phonics approach). The math program should emphasize concrete learning experiences based on manipulation of objects. The science curriculum should be process-oriented in terms of focusing on the relationships between scientific areas of inquiry. More specific guidelines for potential FT curricula would have to be formulated by the sponsor.

NOVA classrooms are open in style and organized into structured learning centers. At the kindergarten level these include Language Arts, Manipulative Play/Problem Solving, The World Around Me, and Creative Arts or Social Science. In grades one through three the interest areas are Language Arts, Math, Social Studies, and Science. Interest areas are activity-oriented, with materials displayed on open shelving that is arranged to define work space. These areas are constructed to use both floor and table space. The classroom includes cooking facilities and a designated area for the use of sand and water. The program makes use of audio/visual equipment (record players, System 80 teaching machines), which should be accessible to and operable by the students without continual assistance from adults in the classroom.

Teachers, student teachers, and parent volunteers are involved in the classroom. Three teachers are teamed together as a teaching unit so that each classroom is served by a teaching team plus parent volunteers. Teacher matching is carried out by the school administration in an attempt to combine teaching styles on a teaching team (e.g., a structured teaching style with a more flexible one).

Teachers need experience in individualized instruction, an understanding of early childhood education, and a commitment to a team teaching approach. Understanding of the philosophy of the model is important for successful implementation.

17.2.3 Program Process

Teachers and other adults in the classroom present the class activities at each of the four learning areas. Learning groups operate simultaneously in the classroom, and activities at each area are often cooperatively decided upon and planned by the teachers and the students. Children in the classroom are grouped by ability and interest and are distributed among the four learning areas using a classroom schedule. Grouping is done by teachers on the basis of classroom observations which rate skill levels and independence of the students. Mixed-age family groupings of children (5-8 year olds) makes possible tutoring of younger students by older students in the same learning group. Kindergarten teachers meet with the teachers of the upper grades to arrange the placement of each child into her/his appropriate group in the receiving classroom.

Instruction in the four learning areas takes place in small groups and individualized settings. The basic skills activities consist of the packaged curriculum programs used by the school augmented by games. The science and social studies activities give the student practice in using the acquired basic skills through simple experiments, plays, field trips, movies and books. Teachers assist the student in making the connections between basic skills and these more practical applications.

Parents participate in NOVA classrooms. About 15 parents per week work in the K-3 classrooms and take an active role in the teaching activities. These parents are given three training sessions prior to their classroom work. They work with children through games, teaching typing, and they operate the Early Writing and Reading labs. Parents also encourage individual students to express themselves by listening to student stories.

Outside the classroom, parents participate in the University School's PTA which is called the University Family Organization (UFO). The

UFO organizes fund raising events and holds regular monthly meetings on early childhood development topics. The PTA administers the parent volunteer program and its members sit on the school's board of directors. Head Start parents have their own meetings apart from the PTA activities. The school sets up meetings throughout the year to provide parents with instruction on various subjects, e.g., income tax report preparation. The school also provides a toy lending library.

17.2.4 Sponsor-Acceptable Outcome Measures

Upon entry into the program, all students are administered the Reading Styles Inventory and the Analysis of Learning Potential forms and/or the Metropolitan Readiness Test. These tests are used as assessment tools. Kindergarten students are also given the McCarthy Screening Test, the ITPA, and the Peabody Picture Vocabulary Test. These are used to plan individualized instruction and to match pupil strengths with related aspects of the curriculum.

Standardized tests used subsequent to pretesting include the MAT (K-1), used for basic skills assessment, and the CTBS (grades 1-5), used as the final evaluation of child progress throughout the year. In addition, the Holt Reading System includes a testing program in its management system. These tests are used regularly as measures of student progress in language arts.

To measure other outcomes which are less related to basic skills, NOVA staff would like to use the Torrance Test of Creativity and the Renzulli-Hartman Scales in grades 1-3. These instruments have not yet been used at the University School.

17.3 PROGRAM IMPLEMENTATION

Almost all elements of an implementation plan would have to be developed by NOVA before assuming FT sponsor responsibilities. Since it is unlikely that most FT districts would adopt the specific curriculum packages now used by the University School, guidelines for assessing the appropriateness of existing district curriculum would be necessary. Orientation materials, sponsor/district agreement forms, and specific techniques of pre- and inservice teacher training would have to be developed for on-site use.

NOVA would need increased secretarial support and at least two additional staff persons to develop evaluation instruments and a parent program for FT districts. NOVA staff would use the University School as a demonstration/observation classroom for training purposes.

In a FT school, the program would require a FT staff developer and a part-time resource person. The staff developer should have minimal classroom responsibilities and be available to work with classroom teachers. It is possible that some on-site FT staff personnel could be recruited from Nova University graduates who have received comprehensive training in the approach.

Training at sponsor headquarters would be done by top level school staff since they have no teaching responsibilities as part of the University School program.

17.4. READINESS FOR IMPLEMENTATION

The NOVA approach has been implemented in a lab school setting since 1971. As is the case with most lab school programs, its level of readiness for FT sponsorship is uneven. The staff have some experience in training teachers and measuring student objectives and have the rudiments of implementation assessment materials prepared. All of these experiences and materials would have to be adapted for on-site use by FT districts. Other resources related to the sponsor/site relationship would have to be developed. These items include agreement forms, orientation materials, and training programs for local teachers. A year's planning to prepare for implementation would be necessary in order for NOVA to assume the role of a FT sponsor.

One of the major questions that would have to be addressed before implementation as a FT program is whether or not NOVA can be an effective educational approach for use with economically disadvantaged students. And if so, can the NOVA program be replicated in schools lacking the resources available to the lab school (e.g., NOVA University staff, research support, and physical facilities such as flexible classroom space, large outdoor areas, and extensive recreational facilities)? The target community served by the lab school (primarily tuition-supported students) differs from the FT population. While NOVA seems to be philosophically in line with FT goals, the programmatic problems related to replication(s) with a different target population need to be explored. Initial inquiry into the success of the NOVA approach with a more disadvantaged population and the feasibility of adapting NOVA for implementation in FT schools is necessary.

APPENDIX A

Existing Measurements of Classroom Implementation

THE UNIVERSITY SCHOOL OF NOVA UNIVERSITY

Performance Evaluation

STAFF MEMBER____________________ EVALUATOR____________________ DATE__________

I. CLIMATE

COMMENTS

1. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.

   NA 1 2 3 4 5 6

#######

2. The teacher promotes openness and trust among children in his/her relationship with each child. The climate is unthreatening; fear of failure is absent. The climate is warm and accepting.

   NA 1 2 3 4 5 6

#######

3. The teacher demonstrates respect for individual children (absence of demeaning, sarcastic statements, "put downs").

   NA 1 2 3 4 5 6

#######

4. The room is attractive and kept neat, i.e. effective use of bulletin boards and/or displays, materials returned to proper locations, floor free of debris.

   NA 1 2 3 4 5 6

#######

5. Classroom is organized for individual, small group and large group instruction, i.e. variety of workspaces, alternative seating arrangements used, etc.

   NA 1 2 3 4 5 6

II. PLANNING

COMMENTS

1. Instruction is planned on a daily and long term basis. (Plans for lessons, 9 weeks, field trips, speakers, etc. are available in advance.

   NA 1 2 3 4 5 6

   ****

2. CTBS, teacher-made tests, homework, student/interaction, etc. are utilized in planning for instruction.

   NA 1 2 3 4 5 6

   ****

III. CLASSROOM METHODS

1. Children are primarily grouped on the basis of specific skills needed and/or interests.

   NA 1 2 3 4 5 6

   ****

2. Good presentation techniques are used.

   NA 1 2 3 4 5 6

   ****

3. The teacher uses a variety of instructional materials and techniques, i.e. learning centers, AV equipment, LAPS, projects, etc.

   NA 1 2 3 4 5 6

   ****

4. Good discussion and questioning techniques are used.

   NA 1 2 3 4 5 6

   ****

5. Instructional change of pace is evident.

   NA 1 2 3 4 5 6

COMMENTS

6. "Hands on" activities are incorporated into lessons.

NA 1 2 3 4 5 6

****

7. Relevancy and creativity is promoted (i.e., field trips, outside speakers, career education.)

NA 1 2 3 4 5 6

****

IV. INDIVIDUALIZATION OF INSTRUCTION

1. Teacher is aware of medical and psychological needs of each child.

NA 1 2 3 4 5 6

****

2. Children work individually and in small groups at various activities.

NA 1 2 3 4 5 6

****

3. Student work is evaluated according to his own potential. Report card comments indicate a knowledge of the child's accomplishments, needs and problems.

NA 1 2 3 4 5 6

****

4. Teacher keeps a record and/or collection of each student's work for use in evaluating and planning for his development.

NA 1 2 3 4 5 6

V. PHILOSOPHY

COMMENTS

1. School/home contact is maintained on a regular basis, and, in addition, as needed. Parent conference records are kept.

   NA 1 2 3 4 5 6

#######

2. Team work is evident, i.e. responsibilities shared, cooperation, etc.

   NA 1 2 3 4 5 6

#######

3. Individual tutoring is provided.

   NA 1 2 3 4 5 6

#######

4. A variety of advisory and/or home base activities are carried out.

   NA 1 2 3 4 5 6

#######

5. Attends after-school/evening functions.

   NA 1 2 3 4 5 6

#######

VI. PROFESSIONAL CHARACTERISTICS (Circle those which apply.)

punctual dresses appropriately supportive of other teachers duties

adheres to rules and procedures of House and school positive open to new ideas

creative/innovative readily accepts additional responsibility self-control/patience

demonstrates professional growth promotes the school and its philosophy

supports extracurricular activities

VII. AREAS TO BE STRENGTHENED AND SUGGESTIONS FOR GROWTH

VIII. TEACHER COMMENTS OR REACTION

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Signature of Teacher

Date ____________________

Signature of Evaluator

Date ____________________

Institute of Early Childhood and Open Education

OBSERVATIONS IN AN OPEN CLASSROOM

1. Order in a free environment is of prime importance. Each child knows what is expected of him and assists in maintaining that order.

2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.

3. Materials are freely arranged in the interest areas. New materials are introduced when developmentally appropriate.

4. Many different activities go on simultaneously.

5. Instruction is planned on a daily and long-term basis.

6. Manipulative materials are supplied in great diversity and range, with little replication.

7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine.

8. Children work individually and in small groups at various activities.

9. Books are supplied in diversity and profusion (including reference, children's literature).

10. Children move freely about the room in an orderly manner while respecting the rights of others to work undisturbed.

11. Room is divided into interest areas. Tables and mats are provided for individual and collaborative work.

12. The environment includes materials developed by the teacher.

13. Common environmental materials are provided.

14. When collaborating, children are free to talk to one another.

15. The program includes use of the neighborhood.

16. Children use "books" written by their classmates as part of their reading and reference materials.

17. Children are involved in solving problems of both an academic and interpersonal nature; individually and in groups.

18. Children voluntarily group and regroup themselves.

19. The environment included materials developed or supplied by the children.

20. Teacher helps each child plan his activities for the day.

21. Teacher demonstrates correct usage of the basic skill manipulatives. The child is free to extend its use in a positive fashion.

22. Teacher groups children for lessons directed at specific needs.

23. Children work directly with manipulative materials.

24. Materials are readily accessible to children.

25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.

26. Children are grouped on the basis of interest as well as skill need in the major academic areas.

27. Instructional materials are as self-corrective as possible. Teacher confirms results by observation or by interaction with child when required.

28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.

29. Teacher evaluates each child's academic achievement by the cumulative successes recorded on the individual pupil progress forms.

30. The emotional climate is warm and accepting.

31. Language development and usage of the communicative skills is an integral part of the functional interest areas.

32. Lessons and assignments are generally presented to individuals or small groups and occasionally to the whole class.

33. Teacher bases her instruction on the developmental skill sequence records maintained for each hild in the major academic areas.

34. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.

35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.

36. Experiences with both the applied and behavioral sciences are richly provided children as vehicles for the development of concepts and understandings.

37. The class operates within clear guidelines made explicit.

38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.

39. Children's activities, products and ideas are reflected abundantly about the classroom.

40. The teacher is in charge.

41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.

42. The children spontaneously look at and discuss each other's work.

43. Music, movement and art are on-going activities integrated into the learning environment.

44. Teacher uses the assistance of someone in a supportive, advisory capacity.

45. The teacher promotes openness and trust among children and in her relationship with each child. The climate is unthreatening; fear of failure is absent.

46. Teacher has helpful colleagues with whom she discusses teaching.

47. Teacher keeps a collection of each child's work for use in evaluating his development.

48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.

49. The full development of the child is the top priority. This includes academic achievement.

50. Children are deeply involved in what they are doing.

CHAPTER 18

Virginia Commonwealth University
The Developmental Instruction Model (DI)

Sponsor: Virginia Commonwealth University
Contact Person: Joan Fulton
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Phone: (804) 257-1324

18.1 OVERVIEW

The Developmental Instruction (DI) approach is sponsored by Virginia Commonwealth University of Richmond, Virginia. DI has been developed to target disadvantaged low achievers, specifically, Title I-type children, in grades K-6.

DI is an instructional approach that currently focuses on the curriculum areas of reading, language arts, and math. Conceivably, the approach could be applied to other curriculum areas such as science or social studies. DI is "curriculum free." That is, it is not tied to any particular curriculum objectives or program. In essence, the DI approach to instruction can be applied to whatever reading, language arts, and math programs or curricula an adopting school system or school has chosen to implement.

DI is seen by the sponsor as "operationalizing a theory of learning." The theory of learning, or philosophy, on which the approach is based is a combination of Piagetian cognitive theory and cognitive theories of language development. The approach consciously seeks to combine both the Piagetian and language development theories. In the words of the sponsor, DI "consists of several instructional strategies that together comprise an [instructional] management strategy."*

The theory or philosophy underlying DI is complex and is best communicated through discussion of approach processes. Thus, an extensive discussion of DI philosophy is presented later in this chapter. At this point, it is sufficient to say that DI structures the process by which students learn in order to teach thinking processes or cognitive skills as well as the usual basic skills or "three R's" (e.g., matching objects, identifying opposites, recognition of alphabet letters). In fact, DI emphasizes the cognitive skills. The basic skills, while important in themselves, are seen as vehicles for teaching the cognitive skills.

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*Letter from sponsor, January 22, 1979.

DI focuses on the instruction of classroom teachers rather than the direct instruction of children. Adopting teachers are taught, by means of an instructional management system, a basic instructional strategy that allows them to structure the process by which their students learn. The fundamental thrust of DI is to provide the teachers with the framework by which they can become self-generating in terms of organizing their daily instruction and developing appropriate basic skills and cognitive skills tasks. Once the teacher has "attained" this framework, s/he can generalize the instructional approach to other curriculum areas or programs (e.g., science, a new reading program).

At the most global level, the goals of DI are:

- to remediate and compensate for disadvantaged students' deficits in cognitive skills; and
- to remediate and compensate for disadvantaged students' deficits in basic skills.

These goals stem directly from the philosophy underlying the model. The philosophy dictates that both basic and cognitive skills must be taught if disadvantaged students are to be able to "[form the] different kinds of relationships undergirding the performance of the basic skills...[and thus] extend [the objectives of compensatory programs] beyond the immediate learning of a criterion objective [e.g., basic skill]."*

The DI approach has been field tested in grades K-6 in one school in Henrico County, Virginia, for one school year (1978-79). Students in this school are white, low SES, and low achievers (below the 45th percentile on the Stanford Achievement Test and below the 35th percentile on the Stanford Test of Educational Ability). The school qualifies as a Title I school. Approximately 250 regular (non-special education) students and 11 regular classroom teachers were involved in the field test. (See Appendix A for details.)

Sponsor plans for 1979-80 call for continued model testing in the first site. In addition, the approach will be implemented in two additional sites--a rural school system in Virginia, and a private church-related school. The second site, the rural school system, is 90% minority (Black, Indian, and Hispanic). DI will be implemented in two Title I schools and will serve all the system's K-1 children and teachers. Some 14 classrooms will be involved. The sponsor anticipates that the approach will be placed in successive grade levels in this system each new school year, so that all children in grades K-6 are eventually served.

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*Fulton, J. "Training Modules for Title I Teachers in Developmental Task Prescriptions to Individualize Instruction." Date unknown. Available from sponsor.

The third site, the private church-related school, also has a Black population, which is low and middle SES background. In this site, the DI approach will serve 70 students in grades K-5.

Finally, in addition to implementing in these three field sites, the sponsor plans to conduct an active search in 1979-80 for other sites that are interested in implementing and field testing the approach. To this end, a variety of materials are being refined and developed. Sponsor research directions include the continued evaluation and refinement of materials, expansion of parent involvement, research on "intensity groupings" for the lowest achievers, and variations in special remediation tasks that interface with regular classroom instruction for these "intensity groupings."

18.2 THE PROGRAM

18.2.1 Program Objectives

According to the sponsor's written material, DI has five major objectives:

- to train teachers to plan a sequence of tasks that compensate for skill and conceptual deficits;
- to develop the cognitive skills of the students through their integration of cognitive skills in basic skills tasks;
- to develop the conceptual information of students through individualized tasks based on skill strength;
- to develop in each student a positive attitude toward self and task through successful task accomodation; and
- to increase the achievement scores of students who score in the lower two quartiles on educability tests.

Since the approach is dependent upon the instructional behavior of the implementing classroom teachers, these major objectives have been translated into objectives and subobjectives for adopting teachers. These teacher objectives are presented in Appendix B.

Parent involvement and participation in the child's education--both at home and in the classroom--has evolved into an important component and objective of the DI approach. Since the sponsor has not yet formally stated and codified the parent involvement aspect of the approach, it is not included in this section as a major objective. However, the role of parents is discussed at length later in this chapter.

18.2.2 Program Inputs

The DI approach requires few inputs. Training materials and manuals for adopting teachers and parents are, of course, necessary. These consist of:

- the Teachers' Manual for Developmental Instruction;
- the Teachers' Sampler of Basic Skills Developmental Tasks, which is a resource manual of illustrative basic skills developmental tasks in reading and language arts;
- the Parents' Sampler of Developmental Task Materials; and,
- demonstration slides for teachers and parents to view.

Additional materials are scheduled for development over the summer and for subsequent use in 1979-80. These are a Teachers' Handbook on Developmental Skills for Thinking, a Parent Involvement Manual, and a professionally prepared film strip on the model.

In addition to these training materials, the DI approach requires manipulative teaching materials for use by students and teachers in the classroom. These manipulatives are constructed by parents as part of their involvement and thus do not require significant expenditure outlays by adopting schools. Beyond these manipulatives, no curriculum materials are required. The DI approach utilizes whatever curriculum and accompanying texts and supplemental materials the school has chosen.

DI requires a resource room or some space in the adopting school. This space is used for parents to work in preparing manipulative teaching materials, games, etc. As discussed in the following section, this parent activity is an essential part of the approach. In addition, this space serves as a headquarters for the on-site DI coordinator.

The approach requires an on-site "coordinator" to work with the adopting classroom teachers and parents. Based on the 1978-79 field test experience, the sponsor estimates that about 20 is the maximum number of classroom teachers that one coordinator would work with. The main duties of the coordinator are: (1) to reinforce the sponsor-led inservice training sessions, (2) to guide the parent involvement, and (3) to assist in the sponsor's evaluation of model implementation and effectiveness.

Each school site would require a coordinator. The time allocated for this role would depend on the number of teachers participating. The experiences of this year indicate that approximately 11 teachers would require a half-time coordinator role, with a full-time coorindator role for 20 plus teachers.

Direct student instruction by the coordinator is strictly the result of conditions particular to the first site. The site requires that the resource teacher provide supplemental instruction to groups of low achievers. The main duties of the coordinator would be: (1) to reinforce the sponsor led in-service training sessions; (2) to guide the parent involvement; and (3) to assist the evaluation of the DI model.

Because the on-site coordinator is critical to the successful implementation of DI, s/he must gain a thorough understanding of the philosophy and principles underlying the approach. In addition, the on-site coordinator should have some experience with compensatory or remedial education of deprived or disadvantaged children. Since DI has been implemented thus far only within a framework comparable to Title I, this second requirement has not presented any problem.

18.2.3 Program Process

Under the DI approach participating teachers first organize instruction using the DI instructional management strategy. A schema of this annual strategy is shown in Figure 18-1. Briefly, the teacher first assesses the needs of her/his class in terms of their knowledge of basic skills in reading/language arts and math. The teacher next blocks out her/his instructional day in terms of the amount of time spent on each instructional area. A typical blocking is shown in Figure 18-2. The purpose of the blocking exercise is to encourage teachers to begin thinking of instruction in terms of a cohesive series of related instructional tasks within and across each instructional

Figure 18-1

The Organization of Instruction

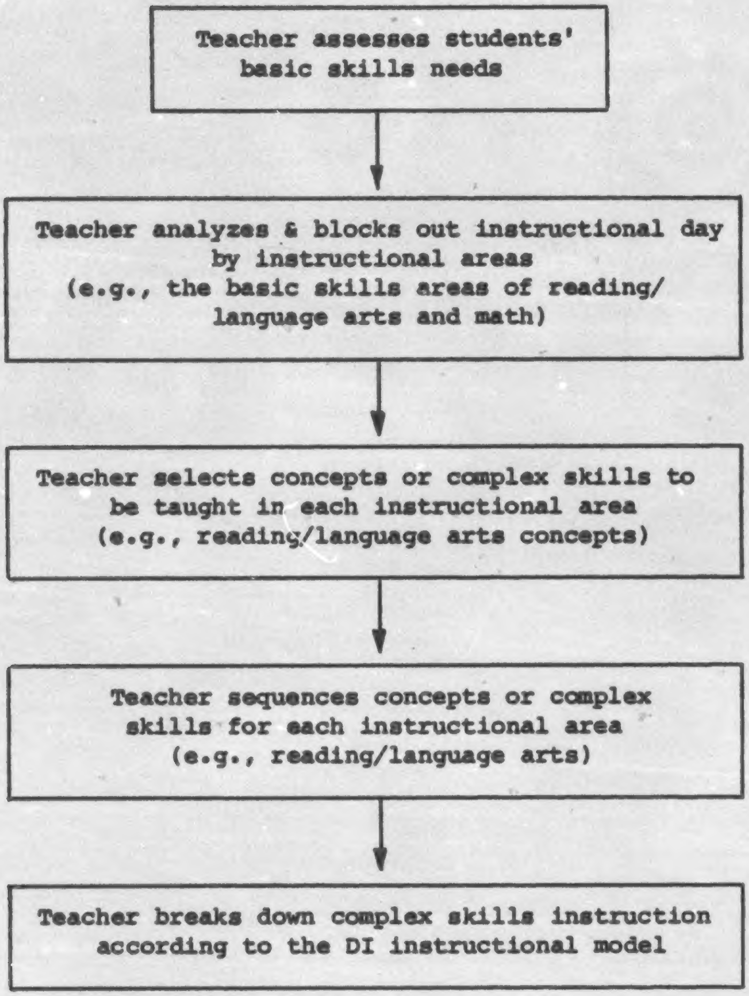

Teacher assesses students' basic skills needs
Teacher analyzes & blocks out instructional day by instructional areas (e.g., the basic skills areas of reading/language arts and math)
Teacher selects concepts or complex skills to be taught in each instructional area (e.g., reading/language arts concepts)
Teacher sequences concepts or complex skills for each instructional area (e.g., reading/language arts)
Teacher breaks down complex skills instruction according to the DI instructional model

Figure 18-2

Instructional Blocks

The following instructional areas illustrate the use of different blocks in planning for elementaty teaching. They represent the instructional organization of a self-contained classroom, with the amount of time being the total class day.

AREA	CONTENT
Personal Functioning	Personal information students need to know to function now, e.g., calendar time, weather, seasons, and holidays; procedures for specific events or activities: What are you doing? How do we do it? Interpersonal skills; spatial skills.
Social Studies/ Science	Social studies and science subject matter.
Reading and Language Arts (basic skills)	These basic skills are taught as one instructional area. 1) They reinforce each other, objectives from one area being used to learn objectives in another area. 2) Students require a number of tasks during the time teachers direct reading groups. Reading is the skill emphasized for the primary grades. In the upper grades the emphasis shifts to writing. Students read to write about...*
Math (basic skill)	Math skills
Student-Oriented Activity	High Activity tasks are based on students using different parts of their bodies. Examples: Muscles - motor skills Hands - art Mind - science tasks that are totally process

*NOTE: Task Specific Instruction as discussed in this manual applies to the integration of reading and language arts objectives within one instructional block.

area, rather than a number of unrelated tasks or subjects taught more or less at random throughout the instructional day.

Once the blocks are established, the teacher focuses on the two basic skills blocks, i.e., reading/language arts and math. Within these areas, the teacher selects the main concepts or complex skills (such as word attack) to be taught in each area. At this point, the teacher is encouraged to think in terms of using the transfer of information from one instructional block to another (e.g., social studies to reading/language arts) to strengthen student progress in both areas. Nevertheless, the planning focus is on the basic skills block.

Once main concepts or complex skills are identified, the teacher organizes these complex skills into an appropriate grade level sequence. For example, word attack skills precede sentence construction skills, which in turn precede paragraph construction. The teacher then focuses on each complex skill and breaks it down further into the basic DI instructional model.

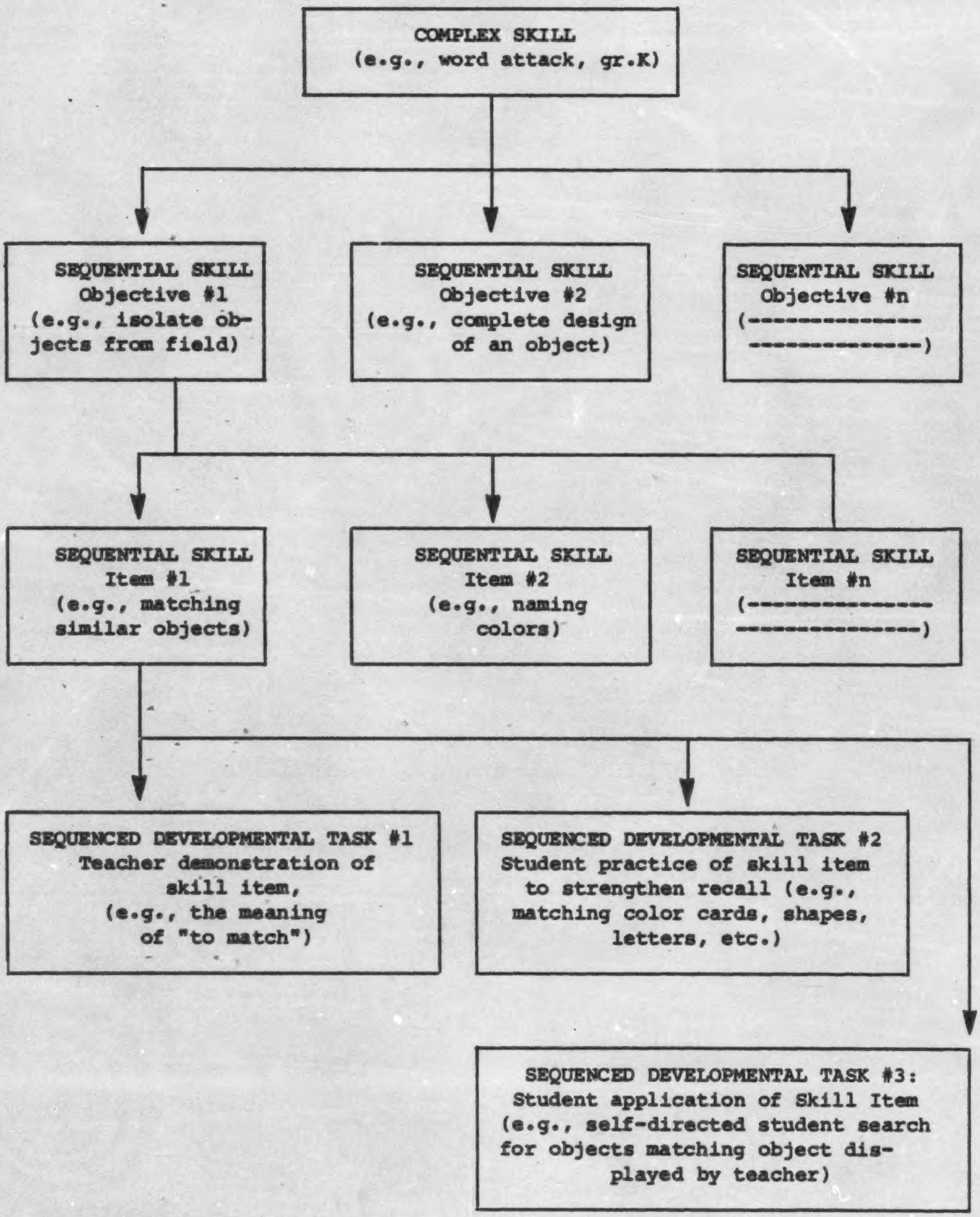
This model, illustrated in Figure 18-3, requires that each complex skill be broken down into sequential skill objectives. To illustrate, the complex skill "word attack" for grade K would be broken down into several sequential skill objectives, e.g., "isolate objects from a field," "complete design of an object," etc. Each skill objective is broken down further into its component parts or sequential skill items. Following our grade K word attack thread, the sequential skill objective "isolate objects from a field," would yield the skill items "matching similar objects," "naming colors," etc.

Each skill item is then taught as a three-step sequenced developmental task. As the first step, the teacher demonstrates the skill rule. For example, s/he demonstrates what "to match" means, using manipulative objects such as colored circles. For the second step, students practice the skill item to strengthen their recall. For example, students complete matching exercises using a variety of manipulative objects such as colored circles, cut-out letters, toy animals, etc. In the third and final step, the students apply the skill item in a self-directed manner. For example, the teacher displays an object and students search through magazines to find matches.

The application step is particularily important for it establishes the student's ability to generalize the skill item and it enables the teacher to assess the strength or weakness of the individual student relative to the

Figure 18-3

The DI Instructional Model


COMPLEX SKILL (e.g., word attack, gr.K)
SEQUENTIAL SKILL Objective #1 (e.g., isolate objects from field)
SEQUENTIAL SKILL Objective #2 (e.g., complete design of an object)
SEQUENTIAL SKILL Objective #n (----------------------------)
SEQUENTIAL SKILL Item #1 (e.g., matching similar objects)
SEQUENTIAL SKILL Item #2 (e.g., naming colors)
SEQUENTIAL SKILL Item #n (----------------------------)
SEQUENCED DEVELOPMENTAL TASK #1 Teacher demonstration of skill item, (e.g., the meaning of "to match")
SEQUENCED DEVELOPMENTAL TASK #2 Student practice of skill item to strengthen recall (e.g., matching color cards, shapes, letters, etc.)
SEQUENCED DEVELOPMENTAL TASK #3: Student application of Skill Item (e.g., self-directed student search for objects matching object displayed by teacher)

skill. Weaker students can then be given additional practice and reinforcement before moving onward in the sequence.

The instruction of each skill item is highly individualized by means of this developmental sequencing strategy. In addition, as students move on to new skill items, previously learned skill items are reinforced, especially as the items are combined to complete the larger skill objective and ultimately the complex skill.

The theoretical emphasis on cognitive processes and language development are built into this sequenced developmental task approach to the instruction of the skill items. In planning the developmental task for each skill item, the teacher must consider the kind of information the students should know about the task before they perform it. According to the dictates of the model, each student needs three kinds of information:

- the definition of the skill item as a rule (e.g., "to match");
- the procedure for performing the task, particularly the use of a cognitive process to organize the information in the task (e.g., the cognitive process of grouping and ordering); and
- the facts and concepts, i.e., the language, used with the skill to perform the task.

The teacher individualizes instruction based on which of these three types of information a student lacks. Student assessment mechanisms provided by the model enable the teacher to determine which type of information a student needs.

The second type of information--the procedure or cognitive process needed for performing the tasks--is critical to the model. In fact, as the teacher organizes and teaches the sequenced developmental tasks for each skill item, DI requires that s/he be continually sensitive to the need to assess and strengthen the students' primary cognitive processes.

As shown in Figure 18-4, the model focuses on four primary cognitive processes, whole-part, classification-hierarchy, sequence, and cause-effect. Each of these has three levels of "attainment," each more abstract and generalized than the preceding level. All of these processes are based on the construction of relationships between objects, events, persons, places, or

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Figure 18-4

Cognitive Processes Underlying the DI Model

	MODES OF RESPONSE		
CONCEPT* LEVELS	**PHYSICAL**	**EXPERIENTIAL**	**DEFINITIONAL**
	Dimensions (color, size shape). Parts, places and areas (land, water, air).	Actions. Usages and roles. Near natural areas and community.	Subordinate classes and supraordinate classes. Near political areas. Far natural areas, and far political areas.
	PRIMARY COGNITIVE PROCESSES		
WHOLE-PART	Draw an object, place, or event. Name parts and color.	Draw a scene showing use of an object or role of a person. Draw a map with a boundary and areas represented by landmarks. Draw a scene of a natural area possibly experienced by students. Name and color.	Draw three or more objects that are instances of one class. Draw a scene of a natural area outside experience of students. Name and color.
CLASSIFICATION-HIERARCHY	Build a category and break into 2 or more groups for 1 level. Group objects by 1 and 2 physical properties.	Build a category and break into 3 or more groups for 2 levels. Group objects by 3 physical properties.	Build a category and break into 3 or more groups for 3 levels.

*Based on research, Sequential modes of responses in elementary grade students, by Joan Fulton and Otis Fulton. In *Contemporary educational psychology*, Academic Press (in press).

(continues)

Figure 18-4

(concluded)

SEQUENCE	Order 3/5/7 objects by physical attributes. Frame: 1 or 2 physical dimensions of the objects. Reverse order. Organize the plot (happenings) of a story into beginning, middle, and end. Reverse order. Frame: plot of story. Recall the activities of the morning. Frame: clock time.	Order several actions of one character in one scene possibly experienced by students. Frame: action of character. Order a number of events, each a separate scene, and similar to experience of students. Frames: plot of story, or calendar time, or actions of character.	Order series of actions of one character in one scene outside the experience of students. Frame: action of character. Order a number of events, each a separate scene, outside the experiences of the students. Frames: plot of story, calendar time, or actions of character. Name the parts of a process, e.g., water cycle, to define the term. Frame: the process.
CAUSE-EFFECT	Compare 2 different objects linked together to explain observable action, situation, or condition.	Explain the reason of outcome by tracing the series of actions leading to the outcome.	Explain 1 cause for a situation or problem. Explain 1 outcome for a situation by linking it to the cause. Link of chains of problems/causes beginning with a cause.

things. The student's ability to construct relationships is in turn limited in part by what the student knows about the objects, events, etc.

The developmental tasks for each skill item are structured to continually reinforce the student's ability to use these processes. The basic skills developmental tasks not only teach the necessary basic skills, but also strengthen the primary cognitive processes that permit the student to use and generalize the skills in self-directed fashion. In addition to the basic skills developmental tasks, teachers devise "thinking tasks," which focus directly on the cognitive processes. These cognitive process tasks make use of the basic skills that have been learned (or are being learned) by the student.

In sum, DI is a building-block, continuous-loop approach. Basic skills are used to teach cognitive processes, and cognitive processes are used to reinforce and expand basic skills. Language development is interwoven into both the basic skills and cognitive skills instruction, since both begin with the "facts" the student knows about a thing and add to these "facts" in order to give the students information to manipulate.

Parent involvement in instruction begins very early and is also "progressive." Parents are first brought in to help collect and make the large number and variety of manipulatives the children use in practicing the various skills items. Parents also make manipulatives for the teacher to use in demonstrating the skill rule. This parent involvement is critical for DI relies heavily on manipulatives, particularly in grades K-3. An individual "activity kit" of manipulatives is prepared for each child. In addition, an extensive classroom "library" of manipulatives is constructed by the parents.

DI does not dictate that the manipulatives be exclusively of a certain type. Thus, as parents (and teachers) come to understand the instructional process, they tend to become quite creative and suggest materials that might be appropriate for instruction in a particular basic skills or cognitive skills task. The children in turn are aware that the parents have made these materials for them and tend to see the parents as interested in and involved with their education.

As parents become increasingly familiar with the approach, they are moved into the classroom itself to assist with the instruction of a skill item. For example, a parent might work with a child or group of children as they practice a whole-part cognitive task. Ultimately, the parents begin to spontaneously take materials home to continue instruction there. In addition, parents tend to generalize the skill item practice to materials and manipulatives found in the home environment.

It is important to note that this unusual degree of spontaneous parent involvement was not originally anticipated or planned for by the sponsor. The great appeal of the model for parents was revealed by the first field test (see Appendix A). Building on this experience, the sponsor does, however, plan to explore and develop the parent involvement aspect of the model further in the coming year.

18.2.4 Sponsor-Acceptable Outcome Measures

The sponsor has developed acceptable indicators for implementation assessment and monitoring, ongoing teacher assessment of the instructional process, and student outcome assessment (both cognitive and basic skills).* Each of these is discussed below.

The sponsor regards the ongoing assessment and monitoring of teacher implementation as critical. There are three mechanisms for implementation assessment and monitoring:

- The Teacher Planning Sheets, which are used by teachers to plan all instruction under the DI model and which are periodically checked by the on-site coordinator;
- The Teacher Self-Assessment Checklist, which the teacher uses to determine if s/he has adequately implemented the model. These are used for each instructional task in the beginning of implementation, and then as periodic checkpoints as teachers begin to feel more confident; and
- The Classroom Observation Checklist, which is used by the on-site coordinator to periodically validate the Teacher Planning Sheets and Self-Assessment Checklists.

All of these implementation instruments have been used extensively in the first year's field test and are fully developed and available.

To assess the instructional process, the model provides the teacher with two criterion-referenced guides for evaluating student behavior. These are:

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*At this time, student attitudes are not assessed, although positive growth of attitudes is included as a goal statement.

- The Skill Assessment Instrument, or SAW, which allows the teacher to assess the skill strength of a student on each skill item in terms of: (a) the number of examples of the skill rule (e.g., "to match") the student can generate; (b) the degree to which the student has to use the rule model (e.g., the teacher's demonstration "matching" circles) to recall the skill rule; and (c) the amount of direction and correction required from the teacher to enable the student to complete the task.

- The Task Contact Assessment Guide, which aids teachers in assessing the degree to which students are "engaged with" or "contacting" a task. Task contact is measured in terms of the degree to which students are processing the "information" in the task.* Levels of task contact are indicated by student behaviors. Low contact is indicated when the student is easily distracted and not performing the task; average contact, when the student sometimes performs the task; and high contact, when the student shows steady performance of the task.

Heavy emphasis is placed on the frequent assessments of student task contact. These assessments lead directly into the third mechanism by which teachers monitor process--the Instructional Analysis. In the Instructional Analysis, the teacher assesses her/his own interaction with the student. S/he focuses on five main behaviors performed by students and teacher within the instructional process (see Figure 18-5). These behaviors are connected with "how" the teacher provides the students with the essential information they need to perform the task and "if" the students can transfer the information to the next task.

To assess student outcomes, the sponsor currently uses the Primary Mental Abilities Test to measure progress in cognitive skills. To measure progress in basic skills, the Metropolitan Achievement Test (MAT) and the Science Research Associates (Design B) tests are used. (The Virginia Basic Skills Learning Tests provide supplemental basic skills information for certain grades.) Since all of these tests are norm-referenced, readily available, commercial tests, it is not likely that implementation within FT using these measures would present any problems.

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*As discussed earlier, three types of "information" are required by each task--the definition of the skill, the procedure or cognitive process required to perform the skill, and the facts and concepts or language used with the skill in the performance of the task.

Figure 18-5

Main Behaviors in an Instructional Analysis

TEACHER —— sends ———————	STUDENT . . .
DEMONSTRATION - rule clarity through examples and manipulations.	transfers
PACING - gradual increase in the rapidity of responses using the rule.	APPLICATION - follows the cognitive process to organize the skill information in the task.
INTEGRATION - increase in the complexity of the task by combining skills.	USAGE - concept information known to some extent to increase number of skill tasks.

18.3 PROGRAM IMPLEMENTATION

Prior to this study, the sponsor had not considered implementation from the FT perspective. However, the sponsor has already implemented in one site and plans implementation in two others this fall. Thus, many general implementation issues have been addressed.

In terms of the FT framework, the sponsor appears to have goals and objectives that are appropriate. The approach is comprehensive, including both reading/language arts and math, serves K-3 disadvantaged, and includes parent involvement. Further, the sponsor is willing to attempt "faithful replication" and appears to have devised a strong mechanism for doing so, specifically the procedures for monitoring implementation.

The sponsor is currently preparing professionally developed slides, a pamphlet, and a film strip for the purpose of communicating the DI approach to potential and actual adopting schools. These materials are suitable for orientation sessions with all segments of the community.

While the sponsor has not developed a contract or community agreement form, such a document could easily be developed for implementation in FT. Currently, the field test communities have adopted DI as a permanent instructional strategy for an entire school or system. Thus, the sponsor has been assured of community commitment. For FT implementation, the sponsor feels that sites should be willing to make a two-year commitment, with a one-year commitment being the minimum. During these two years, the site would have to agree to let the sponsor train the adopting teachers. At the end of this time the site should be self-sufficient. These and other points could be stated in the contract.

18.3.1 Implementation Inputs

The sponsor has in place the majority of the materials required by DI. Some polishing of the Teacher's Manual is planned for the summer and fall of 1979, along with the addition of a Developmental Skills for Thinking Handbook and a Parent Involvement Manual. Orientation materials are currently in place in rough form and will also be finalized over the summer of 1979.

While an agreement form has not been developed, the sponsor has a clear idea of the plan for introducing change, the method of assessing a community's cultural readiness, and the initial plan for modifications that could be made without destroying the approach.

In terms of modifications to DI, the sponsor would allow a district to chose to adopt only language arts/reading or only math or both. In addition, the sponsor would allow a site to focus only on the cognitive skills. The sponsor will not, however, allow an adopting site to focus only on the basic skills. In addition, the developmental task approach to instruction must be adopted without modification, and the site must allow the sponsor to closely monitor implementation.

The site must also provide some space in the adopting school for the on-site coordinator and parents to work. In terms of staff, the sponsor requires that there be an on-site coordinator assigned from the adopting district's staff. This coordinator should be able to continue in this role once the sponsor has left the site if the approach is to continue to be faithfully replicated. In addition, the sponsor would need staff members who could travel to the sites to conduct the teacher training workshops. The sponsor estimates that approximately one person per site would be needed, depending on the size of the site. Such staff are not currently available to the sponsor, but could be recruited.

18.3.2 Implementation Process

As noted earlier, the plan for introducing change is ideally based on a two-year timetable. Half of the first year is spent instructing teachers in the basic concepts of the approach. The second half of this first year is spent in supervising and assisting in the implementation of this approach in the classroom. The second year is spent in reinforcing the teacher's knowledge of and experience with the approach, and extending it into other subject areas if desired.

Community cultural readiness is assessed basically by the community's willingness to make a real commitment to retrain its teachers. The sponsor feels that this commitment must have central administrative support and the full support of the adopting principal. Ideally, the community should also provide enough flexibility for the teachers to chose to adopt or not adopt the approach. If this is not the case, it presents no problem in the long run. However, the sponsor feels that it is necessary to know what options the teachers had and which they chose. The issue of teacher motivation can then be dealt with in the teacher training. The training can be restructured somewhat in order to provide extra motivation and attention for teachers who did not actively choose to adopt the approach.

The sponsor plans to train all on-site coordinators in an intensive three week pre-session. This training would occur in Richmond the summer prior to the start of the school year. Thus, the trainees would have an opportunity to see demonstrations of DI in operation by teachers from the nearby field test sites.

The adopting teachers would be trained by the traveling sponsor staff and the on-site coordinator. Training would occur in intensive on-site workshops. There would be six week-long workshops the first year, with teachers in group session four hours each day and in individual sessions the remaining four hours. At the end of each workshop, the teachers would have prepared planning sheets to carry them to the next scheduled workshop. Based on these teacher plans, the on-site coordinator would provide monitoring and support during the interval. The on-site coordinator would also provide feedback to the sponsor during this period so that site-specific needs could be addressed at the next workshop.

During the second year, there would be four week-long workshops. Again, teachers would leave the workshops with plans in order, and on-site coordinators would provide support and feedback for the next workshop.

18.4 READINESS FOR IMPLEMENTATION

The sponsor appears to be generally ready to implement in FT. As noted in previous sections, the final touches are currently being added to the materials needed for orientation sessions and teacher training.

Prior to actual implementation, the sponsor needs to formalize a basic sponsor/community agreement. In addition, the sponsor needs to give some thought to the number of implementing sites that could feasibly be served given current sponsor staff. The sponsor may wish to limit the number of FT sites that would be accepted in order to avoid becoming over-extended. On the other hand, the sponsor may wish to place no such limitations, but rather begin to identify, recruit, and train staff as the number of field sites increases during the next year.

The only major implementation problems that may face the sponsor are the common logistical problems encountered in the schools as Title I and FT interface. Such problems may be particularly significant for this sponsor. The DI approach has been specifically designed to target Title I children.

While Title I and FT children are similar, if not identical, the in-school structures of the two programs are quite different. Principally, FT does not have resource teachers or specialists in place, as does Title I. Thus, the sponsor may be faced with problems of recruiting on-site coordinators from the general district staff and then establishing linkages with classroom teachers.

Further, it is probable that FT children will be found in the same classrooms as Title I children. Training the classroom teacher in the DI approach may exacerbate the current problems of coordination and interface that Title I resource teachers often face. It may be that the sponsor will wish to train the Title I resource teachers in the DI approach along with the classroom teachers. Such an approach may help alleviate coordination problems and actually enhance interface between Title I and classroom teachers.

These problems of Title I/FT coordinaton are not unique to this sponsor. Ultimately, all sponsors will be required to deal with these issues at school and classroom levels. Nevertheless, because of the unusual degree of interface the DI approach currently has with Title I, it appears that the sponsor should give some thought to these issues prior to implementation.

APPENDIX A

FIELD TEST INFORMATION

FIELD TEST INFORMATION

At the time this report was written, data from the first field test was not yet processed and available. (The sponsor anticipates that data will be analyzed and available by mid-fall, 1979.) As noted in the text, this first field test took place in grades K-6 in one school in Henrico County, Virginia, for one school year (1978-79). Students in this school are white, low SES, and low achievers (below the 45th percentile on the Stanford Achievement Test and below the 35th percentile on the Stanford Test of Educational Ability. The school qualifies as a Title I school. Approximatley 250 regular (non-special education) students and 11 regular classroom teachers were involved in the field test.

The sponsor conducted extensive evaluation in this first site, with a design encompassing the following elements:

1. An item analysis of the district-administered SRA test by grade level to determine if items match the objectives taught;
2. Analysis of outcome (student performance) differences between teachers who are low and high users of the developmental task (meaning the integration of a cognitive process and basic skill). Data for teacher classification was taken from observer's records and teachers' planning sheets. Differences between means within grades (when possible) and between groups of low and high users were then compared.
3. Comparing the pre and post test scores on the Metropolitan Achievement Test for the effect the DI model has on three first grade classrooms. Possibly a low/high users analysis will be made.*

In addition, the Primary Mental Abilities test was used to assess the effect that intensity groupings have on the growth of intellectual abilities related to learning readiness. Instruction in these groups consisted of fast-paced, reinforced tasks that supplemented the developmental tasks in the classroom. For 20 weeks, 11 kindergarten students and 13 first grade students met each day in groups of five or six students for 30-minute sessions with the resource teacher. Each session consisted of three tasks: (1) a cognitive skill, (2) basic skill task, and (3) combination of these two tasks into a developmental skill task.

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*Henrico County would not consent to control group comparisons.

Pre/post Primary Mental Abilities (PMA) scores for the kindergarten students will be analyzed as a regressed gain study. While statistical analysis has not yet been completed, preliminary inspection of the data showed scores on the PMA test for the low achievers averaging 1.5 points lower than kindergarten mean on the post-test, but 5.2 points lower on the pre-test. In first grade, the mean score for the low achievers went from low average to average across the five areas of the test.

The effect of intensity groupings needs considerable study. The classroom teachers were in the first year of the DI model. Many of the materials were being developed, particularly the thinking or cognitive skills. Teaching of these processes was sporadic. The effect of this aspect of the DI model is, at best, only slightly known. But it is extremely important because it provides a means for clarifying learning. Clarification refers to the strengthening of the cognitive processes and basic skills to the point that the student can generalize them quite effortlessly in different tasks. From extremely limited data, it appears that cognitive skills and basic skills when taught separately, and then combined, are learned through this process.

As discussed in the text, the sponsor will continue field testing in this first site in 1979-80. In addition, the sponsor will expand to two new field sites, one a rural school system in Virginia, and the other a private church-related school. Both sites are minority, low SES population, and extensive testing and evaluation is planned.

APPENDIX B

TEACHER OBJECTIVES

Teacher Objectives

Objective I: Clarify Teacher Perceptions

1.a. List what the teacher needs to know in order to provide effective instruction in the basic skills.

Objective II: Define Instructional Areas

2.a. To block the total classroom time spent with students into instructional areas.

2.b. To select the main concepts to be taught in an instructional area based on a subject.

Objective III: Organize for Instruction

3.a. Organize the basic skills into two sequences for K-6, one for math, and one for reading and writing (language arts) skills.

3.b. Organize each sequence for one grade into three or four groups of skills.

3.c. Identify the skill items for each sequence for one grade.

Objective IV: Defining and Organizing Task Performance

4.a. To name in order to five steps of the task specific strategy.

4.b. To draw a skill block which shows the five steps of the strategy in relationship to the classroom management pattern of total group to small group instruction.

Objective V: Teaching the Development of Thinking

5.a. To identify three purposes for teaching the primary cognitive processes in Step 1 of the task specific strategy.

5.b. To plan and instruct two thinking tasks with the whole-part process one mode below grade level.

5.c. To plan and instruct two thinking tasks with the classification-hierarchy process one mode below grade level.

5.d. To plan three thinking tasks to teach different frames of reference.

5.e. To plan two thinking tasks to teach two different states (e.g., cause-effect relationships).

Objective VI: Assessing and Improving Task Accomodation (i.e., accomodation of the Performance of the students to the demands of the task)

6.a. Plan the tasks on skill information for the reading and language skills blocks for one week. Use the planning sheet at the end of this section.

6.b. Plan the tasks on skill information for the math skills block for one week. Use the planning sheet at the end of this section.

Objective VII: Assessing Skill Strength and Developing Prescriptions for Self-Directed Performance

7.a. Plan one task to assess the skill strength for one skill in Step 2 of the planning sheet used for the objectives in Section 6.

7.b. Plan one task for each self-directed task on the planning sheet. These tasks should complete the planning sheet begun in Section 6.

Objective VII: Conducting An Instructional Analysis of Teacher and Student Behaviors

8.a. Name and describe the behaviors the teacher assesses in an instructional analysis.

8.b. Assess the instructional effectiveness of your performance in providing information within the sequence of tasks.